

## Key findings from global research on the impact of IB programmes

The IB's Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. Areas of inquiry include, but are not limited to: **standards alignment, programme implementation, the learner profile and student performance.**

Research on **standards alignment** examines how IB standards compare with those at national and state levels and to what extent IB graduates are prepared for post-secondary success. Key findings include:

- In the **UK**, the **curriculum content** of the Middle Years Programme (MYP), General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE) were compared. Findings indicated that the curricula were generally similar, with the MYP offering all of the main aspects of the other two curricula. The MYP, however, provided greater content flexibility and emphasis on interdisciplinary studies and non-academic attributes, such as international-mindedness (Sizmur and Cunningham 2013).
- A study comparing former Diploma Programme (DP) and A-level (General Certificate of Education Advanced Level) students at two universities in the **UK** suggested that IB students tended to be more positive about their **research abilities and overall pre-university education** than the A-level students (Wray 2013).

Studies on **programme implementation** attempt to answer the questions: What is the impact/value-add of implementing IB programmes in schools? What changes, if any, result from implementation? What are the enablers or inhibitors of successful implementation? Key findings include:

- A case study of **Primary Years Programme (PYP) implementation in India** indicated high levels of emotional intelligence among PYP students and classroom observations suggested that, overall, teaching was "good" and "effective" (Pushpanadham 2013).
- Implementation of the DP in state schools in Ecuador** had a visible impact on school culture and teacher pedagogy, resulting in more imaginative, interactive and well-organized lessons. Figure 1 highlights some of the ways IB implementation impacted schools (Barnett 2013).

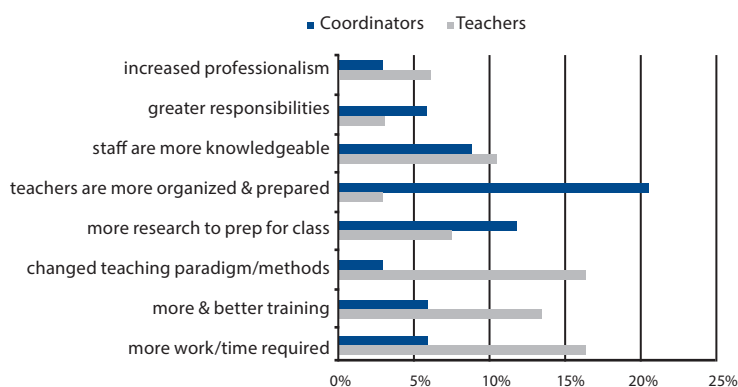


Figure 1. Ways that IB implementation impacted school personnel.

Research on the **learner profile** seeks to explain the extent to which IB students demonstrate the characteristics of the profile, and what distinguishes IB students in levels of motivation, values and attitudes. Key findings include:

- Comparing former MYP and non-IB students in the **United States**, the MYP appeared to have a positive influence on students' **global mindedness**. In particular, the MYP had a statistically significant effect on one aspect of global mindedness: "cultural pluralism" (Wade and Wolanin 2013).
- In a study examining the impact of the extended essay on student university success in **Canada**, in comparison with former non-IB students, former DP students indicated higher ratings of aspects of **inquiry learning** that represent self-regulation of the inquiry process. Additionally, IB students were less likely to view learning as primarily memorization of information (Aulls and Lemay 2013).
- Investigating the **civic-mindedness of North and South American DP students**, both students and creativity, action, service (CAS) coordinators indicated that participation in service helps to develop students who are more caring, open-minded, reflective and mature (Billig 2013). Study results also indicated that students tend to be motivated to serve more by "affective" or altruistic reasons than by practical ones, such as improving one's resume. Figure 2 displays some of these motivations (Billig and Good 2013).

For the full studies or for more information, please visit <http://www.ibo.org/research>, or contact [research@ibo.org](mailto:research@ibo.org)

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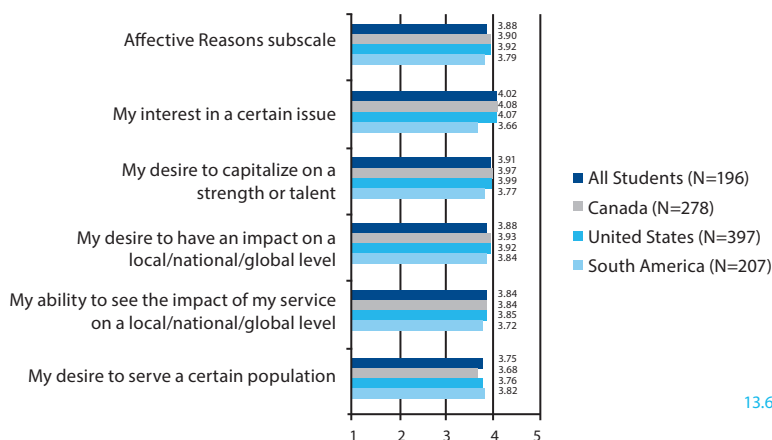


Figure 2. Affective/altruistic student motivations for engaging in service activities.

Studies associated with **student performance** investigate the academic experience of IB students and performance on external measures of academic achievement when compared with non-IB peers. Key findings include:

- In a **global** study examining PYP and MYP **student performance** on the International Schools' Assessment (ISA) for the years 2009–2011, generally the results suggest that IB students outperformed their non-IB peers in all four assessment areas: mathematical literacy, reading, narrative writing and expository writing (Tan and Bibby 2012).
- Exploring the **post-secondary destinations** and **university preparedness** of DP graduates from schools in **China**, in a sample of 1,612 students, the study found that 71.6% attended one of the world's top 500 universities. Qualitative findings from the same study

suggest that teachers and administrators believe strongly that the DP prepares students for a university education in terms of curricular content, study skills and ability to handle a rigorous workload (Lee, Leung, Wright, Yue, Gan, Kong and Li 2013).

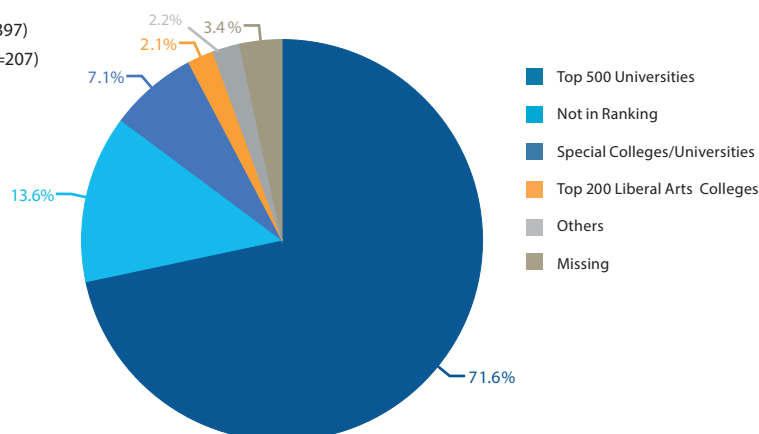


Figure 3. University destinations of DP graduates from 2002-2012 by university type and ranking.

- At the University of Virginia (UVA) in the **United States**, former DP students indicated that the **extended essay** experience had equipped them to conduct a variety of aspects of research. In comparison to former AP students, former DP students were more likely to report they felt prepared for college-level coursework; had conducted research projects at UVA; felt proud of their research; and believed their research skills would be important to future success (Inkelas, Swan, Pretlow and Jones 2013).

This information sheet provides a brief overview of key findings to come out of recent research commissioned by the IB Global Research department from 2012 to 2013, and does not attempt to represent all research on the IB available in the field. As with all research, findings must be placed within the particular contexts in which the studies took place. To read more in-depth summaries of the studies or the complete reports, as well as projects currently under way, please visit: <http://www.ibo.org/research>.

Aulls, MW and Lemay, D. 2013. *Exploring the learning benefits and outcomes of the IB extended essay in preparing students for university studies in Canada*. Montreal, Quebec, Canada. Department of Educational and Counselling Psychology, McGill University.  
 Barnett, E. 2013. *Research on the implementation of the Diploma Programme in Ecuador's state schools*. New York, NY, USA. National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.  
 Billig, SH 2013. *Impact of participation in CAS on students' civic-mindedness and civic engagement*. Denver, Colorado, USA. RMC Research Corporation.  
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 Inkelas, KK, Swan, A, Pretlow, J and Jones, J. 2013. *Exploring the benefits of the International Baccalaureate extended essay for university study at the University of Virginia*. Charlottesville, VA, USA. Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia.  
 Lee, M, Leung, L, Wright, E, Yue, T, Gan, A, Kong, L, & Li, J. 2013. *A study of the International Baccalaureate Diploma in China: Programme's impact on student preparation for university studies abroad*. Hong Kong. Education Policy Unit, Faculty of Education University of Hong Kong.

Pushpanadham, K. 2013. *A critical analysis of the International Baccalaureate Primary Years Programme in India*. Vadodara, Gujarat, India. Department of Educational Administration, the Maharaja Sayajirao University of Baroda.  
 Sizmur, J and Cunningham, R. 2012. *International Baccalaureate Middle Years Programme (MYP) in the UK*. Slough, Berkshire, UK. NFER.  
 Tan, L and Bibby, Y. 2012. *Performance Comparison between IB School Students and Non-IB School Students on the International Schools' Assessment (ISA) and on the Social and Emotional Wellbeing Questionnaire*. Melbourne, Australia. Australian Council for Educational Research.  
 Wade, J and Wolanin, N. 2013. *Continuation Study of Student Performance and Engagement in the Middle Years Programme*. Bethesda, Maryland, USA. International Baccalaureate Organization.  
 Wray, D. 2013. *Student perceptions of the value of the International Baccalaureate extended essay in preparing for university studies*. Coventry, UK. University of Warwick.

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