



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Internationalizing education

What value-added does IB provide for students?

International mindedness

- Recent research (Barrett-Hacking, 2016) indicates that a sense of international mindedness helps enhance an individual's ability to reach out *and* reach in.
- This embodies skills such as open-mindedness and empathy, which are becoming more and more valued in work environments focusing on collaboration and innovation.

Beneficial traits (Holman et al, 2016)

Degree to which the educational programme fosters associated traits	Mean (IB)	Mean (non-IB)	<i>t</i> (569)	<i>p</i>
General self-efficacy	4.21	3.81	4.06	<.001
Proactive attitude	4.21	3.72	5.75	<.001
Restraint	4.19	3.93	2.79	<.01
Critical thinking	4.41	3.81	6.69	<.001
Mastery goals	4.23	3.68	4.45	<.001
Academic resilience	3.85	3.80	.25	.80

Academic performance (HESA, 2016)

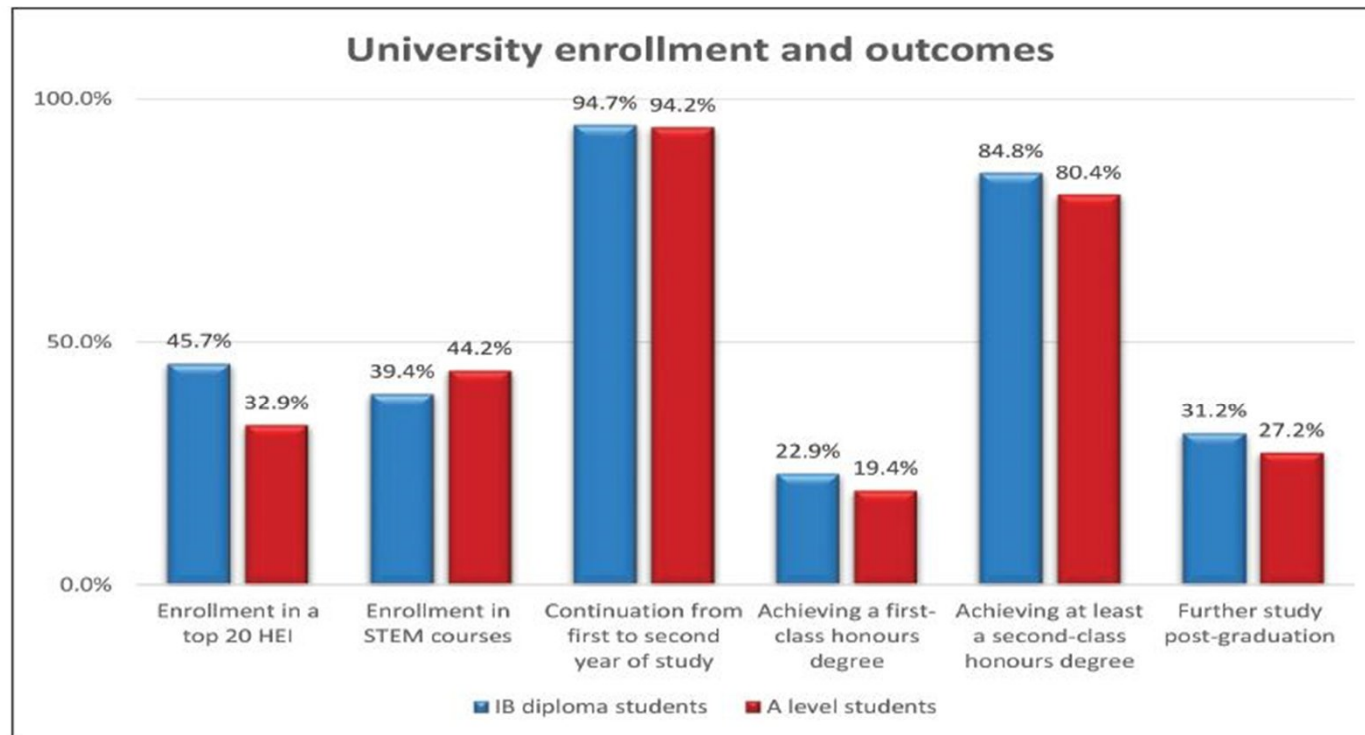


Figure 1. University enrollment and outcomes for IB diploma and A level students

Critical thinking

- A study in **Australia** explored IB alumni and current DP students' ratings of their **critical-thinking abilities**. Quantitative results indicated gains in the use of critical-thinking skills between the two successive years of the DP. Additionally, second-year DP students reported a significantly greater likelihood of using a range of critical-thinking skills (Cole, Gannon, Ullman and Rooney 2014).

Character through learning

Bullock (2011) identifies 4 learning themes developed in IB's learner profile attributes:

- The cognitive or **intellectual** ('knowledgeable,' 'thinkers,' 'reflective')
- The conative or **personal** ('inquirers,' 'principled')
- The affective or **emotional** ('caring,' 'risk takers,' 'balanced')
- The culture or **social** ('communicators,' 'open-minded')

Deep reflection (Stillisano et al, 2016)

It has very much to do with metacognition and the capacity to almost, in a sense, create an internal space ... I feel very strongly that the students who do this well ... are students who are willing to step back from their own actions, their thoughts, their behaviours and they create that inner space of awareness.

Learning isn't just what you are presented and given from supposedly the font of knowledge that are [sic] the teachers. It is you, learning about yourself and learning your strengths and weaknesses as a student, as a learner, as a person and in every facet of your life.

Sense of caring (Stevenson et al, 2016)

Caring as the heart of teaching and learning

The pedagogical principles that underpin IB programmes recognize, and indeed emphasize, that learning is a social process. Such learning must be underpinned by an ethic of care in which all those involved as teachers and students share an interest in supporting the learning of each other. This study has highlighted the importance of creating cultures in schools that have at their foundation an ethic of care.

“IB gave me a global perspective ”

*“The IB focused my mind on the expansive possibilities that academic study could lead to. It gave me a **global perspective** that has influenced the places where I have travelled, studied and worked ever since.”*

Matthew Albert

1998 IB Diploma Programme graduate
Wesley College,
Melbourne, Victoria, Australia



“My IB experience opened my mind to think on a global scale”

*“The IB Diploma Programme did not just emphasize knowing, but **how to know and how to learn**. It made me realize that I cannot learn everything, but I can learn how to keep pursuing knowledge and follow what I am passionate about.”*

Emmanuel Mensah

2005 IB Diploma Programme graduate
Lester B. Pearson United World College of
the Pacific
Victoria, British Columbia, Canada



“IB offers an all-around education”

*“The single most favourable aspect of the IB is that it offers an all-around education and helps develop invaluable, **transferable skills for university and life** that no other high school programme offers.”*

Piotr Wozniak

2007 IB Diploma Programme graduate
American School of Warsaw
Bielawa, Konstancin–Jeziorna, Poland



“I was IB-prepared, university-ready”

*“We were trained to integrate knowledge and be **self-motivated**, and both are very important for university learning. IB students are very well trained not only academically, but also as **responsible and active citizens.**”*

Susan Lin

2002 IB Diploma Programme graduate
Sir Winston Churchill Secondary School
Vancouver, British Columbia, Canada



What do colleges and employers say about the IB?



Universities in the US

“In our minds, there is no more challenging curriculum than the IB curriculum. Not only does it prepare students for a demanding college program, but the IB curriculum also instills in students a love of learning and an understanding of the truly interdisciplinary nature of education. Instead of working on each subject in a vacuum, IB students are shown how each of their classes connects both with the other classes and with the world around them.”

- *Thyra L. Briggs, Dean of Enrollment, Sarah Lawrence College*

Universities in the UK

“We find that IB students adapt more easily to university style of learning and become independent learners from an earlier stage compared to those from other backgrounds. IB students cope more easily with the wide range of subjects that each student is required to study from year 1. They are less focused on achieved marks, and value the education that we provide.”

Dr Lorraine Craig, admissions tutor, geophysics and engineering department, Imperial College, UK

Universities in Australia

“Our experience is that IB diploma graduates are incredibly well prepared for university success. The program’s international flavour, academic rigour and emphasis on inquiry based learning means that IB Diploma students enter university with a global outlook, an excellent work ethic and the critical thinking skills to ensure they achieve.”

Margaret Fairman, director, Office of Prospective Students and Scholarships, University of Queensland, Australia

Universities in Hong Kong

“We very much value the learning that IB students have had through their Diploma Programme. I have personally seen, over the years that I have been in charge of admissions at HKU, that they do not just have an understanding of their subject areas, but, much more importantly, typically show levels of communication, thinking skills and all-around knowledge that equip them very well for tertiary education and beyond.”

Professor John A. Spinks

Senior advisor to the vice-chancellor, University of Hong Kong, Hong Kong

Businesses know the value of motivated thinkers

As evidenced by the membership of P21, a partnership of business, education and community leaders, there is strong consensus on the knowledge and skills required for success in today's and tomorrow's world. To that end, we are excited to see how the International Baccalaureate Diploma Programme fuses the essential knowledge and what we refer to as the 4Cs (**critical thinking and problem solving, communication, collaboration and creativity and innovation**) required for 21st century readiness. It has become clear to us that students – who are exposed to rigorous courses that require them to think critically, like those offered in the Diploma Programme – are more engaged in school and, likely, succeed at far higher levels.

- Ken Kay, President, P21

And in the future? IB CP (Behle et al, 2016)

The ways in which students felt that the CP could contribute to their future pathways included:

- using knowledge, skills and competencies learned
- gaining a head start at higher education
- developing positive attitudes toward lifelong learning
- developing a global perspective
- becoming familiar with work ethic and other professional behaviours.

For work or study

CP Postsecondary outcomes

General skills, knowledge and competencies acquired during the CP

At the time of the study, more than half of all respondents had entered higher education (53%). A further 8% of all survey respondents reported that they were in employment related to their intended career paths and 20% were employed in casual jobs.¹ The remainder were engaged in apprenticeships or career-related training (5%), unemployed (10%) or were doing something else (5%), such as compulsory military service or long-term holidays.²

Student views of IB CP

Overall student satisfaction with the CP

In hindsight, 71% of survey participants, and the overwhelming majority of interview respondents, stated that they would choose to undertake the CP again, with interviewees offering comments such as:

“I found it [the CP] quite amazing and I feel really lucky to have done it”.

“For me, the CP was probably the most enjoyable two years that I had in my entire academic history. It brought out the best in me in the way that it gave me a lot of freedom”.

The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the “academic vs practical” divide

CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships

“The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations.”

**Sian Carr, Head of School
Skinners' Kent Academy, UK**

An international education delivers

- International mindedness
- Beneficial traits
- Better academic performance
- Heightened critical thinking skills
- Positive character attributes
- Deeper level of reflection
- Greater sense of caring
- Better preparation for life



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