**The University of Bath**

**MA in Education**

**Understanding Learners and Learning**

**By xxxxx**

How does the transition from the Middle Years Program to the Diploma Program in the International Baccalaureate affect learners and learning and what can be done to improve the transition?

Introduction

Adolescents go through many changes in their physical, social and psychological make up as they enter puberty and enter into their young adult life. One of the major life changes they go through is moving from a middle school into a senior school. During this time of transition, it is important that the process of learning does not alter radically, as this can have a negative impact on learners and learning. Studies have shown that the level of intrinsic motivation for learning decreases with age (Gottfried 2001, Ottis 2005, Lepper, 2005). Interestingly, Otis (2005) examined educational motivation from the perspective of the Self Determination Theory (Deci & Ryan, 1985, 2000) and found that students were less intrinsically motivated and more extrinsically motivated as they progress through the grades, especially after a school transition. This research was supported by similar findings in a study carried out by Eccles, Lord, & Buchanan, in 1996 who found that a change in motivation can have large impacts on student learning, this will be discussed later on in the paper. Along with a change in motivation comes a change in the approach to learning. Within the International Baccalaureate programs, the way students learn can change drastically. The middle years program (MYP) is very conducive to an enquiry/problem based approach to learning (constructivist) whereas the diploma program (DP) is very heavy on content. The notion of quality vs. quantity of material learned changes as students move into the DP. Furthermore, the reduction in types of assessment and teaching methodologies when moving from the MYP to DP has been presented as a relevant transition challenge (Hallinger, 2011). Stobie 2007 carried out a study comparing the IB continuum in two schools and found that “ in the diploma, the overriding priority identified by administrators and teachers was preparing the students for the demanding IB external programs” (Stobie, 2007 p. 148). This demand was perceived to require a more traditional focus and preparation than that “encouraged by the MYP’s looser framework” (Stobie, 2007 p. 148).

The concern surrounding the transition between the programs has taken on a greater importance as the number of schools adopting multiple IB programs has increased over the past decade (IBO, 2009). According the Hallinger (2011), it is within this context of global growth in the offering of IB programs, that the relative fre­quency, type, and magnitude of transition-related issues faced by IB schools have assumed increas­ing importance. The challenge is one of ensuring that the learning goals of discrete IB programs implemented in different organizational units (i.e., primary, middle, and secondary schools) cohere into an effective educational program. The IBO has made some attempts at fixing some of the transition problems, such as creating the learner profile to link the programs together, and all the programs have a shared educational philosophy, however, this does not always translate into a shared pedagogy.

It is widely know that “experiences at school influence every aspect of development during adolescence, ranging from the breadth and depth of their intellectual capital to their psychological well being to the nature of peer influences on their development “(Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006 p.76). This paper has been written to highlight the importance of addressing transition related issues that affect learners and learning as they progress from the MYP to the DP. The next few pages will first introduce the MYP and DP and introduce transition issues; some of the issues with regards to student learning and motivation will be covered in more depth. The transition issues will then be applied to current practices at a school implementing all three IB programs. Finally, potential solutions to the transition problem will be addressed highlighting the need for further research.

A Brief History of the Middle Years and Diploma Program.

International education dates back far before the International Baccalaureate was created. However, it was not until the work of individuals at Eco lint in Geneva, and other schools such as the United Nations International School (UNIS) in New York and Atlantic College in Wales, that international curriculum came into being in an internationally recognised sense. During the 1960s the IBO began and created its own curriculum leading to the IB diploma. The purpose of creating this curriculum was to provide a university acknowledged education to international families. One of the main differences being that the education was to be more progressive than state school education and aimed to educate the whole person and was not narrowly focussed on subject knowledge. With this, it was hoped, that a holistic style of learning would be achieved and that students would leave the system internationally minded. While this sounds ideal, there is on particular flaw, the three IB programs (PYP, MYP and DP) were not developed as a continuum but rather as separate entities, thus, despite certain shared values (e.g. global mindedness, diversity, community service), a variety of transition challenges have emerged as students move from one program to another.

Problems with the MYP-DP transition and student learning

As it was mentioned, in the 1960’s the DP was created as a school-leaving certificate that was recognized internationally and was accepted by universities. Only later, did the MYP and then the PYP come into existence. One of the main problems is that the three IB programs were neither designed at the same time nor designed with inter-program linkages in mind (Hallinger 2011, p.125). The programs were thus designed in response to needs in global education. This has resulted in the three IB programs being designed as self-contained units, each incorporating different approaches to curriculum design, instructional delivery, learning culture, and assessment (Hallinger 2011). This has presented a major problem as it is widely accepted that effective learning occurs when there is a coherency between the programs. According to Hill, “A curriculum needs to have coherence and articulation across the stages of learning—it needs to be ‘‘joined up” …it should not appear like a drip feed of discrete subjects throughout a student’s education in which the relevance of each subject to the whole is lost” (Hill, 2012, p13). Previous studies of coherency and continuity have been carried out by Millikan, (2001) who found that there is a need for more intentional articulation of linkages and development of a common language among the IB programs. Stobie (2007), also looked into the coherency and continuity between the IB programs and found that certain features such as sharing the same IB vision, developing international perspectives, emphasizing the learning process, focusing on critical thinking skills and the application of knowl­edge, and encouraging lifelong learning need to be improved (Stobie, 2005, 2007). In 2009, the IB commissioned the Hong Kong Institute for Education to study the strategies and practices used by IB schools to promote effective program implementation and transition. They found that the consistency between the programs in terms of teaching, learning, and assessment were critical for a smooth transition. Interestingly, they also found that there were distinctive learning cultures between the MYP and DP and they looked at how these differences affect program transition. In a similar light (conducted by the same researchers), Hallinger et. al carried out an interesting study in 2011; they administered a global survey of IB Program Coordinators with the goal of better understanding the extent and nature of the MYP-DP transition problem. The findings from the study reported that the main six transition problems (in order) were:

1. Dealing with detailed and prescribed content in the DP
2. Change in student attitude to learning
3. Transition problems embedded in program design (MYP)
4. Decreased emphasis on skill development in the DP
5. Difficulty in identifying through-lines
6. Discontinuing holistic development of students

(Hallinger, 2011 p. 130)

The above list of concerns can be compiled into two generalized problems, first, the approach to learning (content, transition problems, skills, through lines, holistic development) and second, the motivation of students (and teachers) as identified by the change in the students attitude to learning.

MYP-DP Transition and the Approach to Learning

According to some, the social and constructivist model of learning is contemporary and widely accepted and according to the IBO, it matches the IB perception of education as the development of the whole person and learning as a lifelong process (Bullock, 2011 p.2). Constructivism refers to the notion that learners are active in constructing their own knowledge and that social interactions play an important role in the knowledge construction process. Constructivism can mean different things to psychologists and educators, according to Woolfolk et. al. (2013 p.403), “ one way to organize constructivist views is to talk about two forms of constructivism: psychological and social.” Psychological constructivists focus on the “inner psychological life of people” (Woolfolk, 2013 p.403). Sociological constructivists do not focus on individual learning and are interested in how public knowledge is constructed. Vygotsky believed that social interactions create our cognitive structures and thinking processes. He was a major contributor to the sociocultural theory, which stresses the importance of interactions between individuals and more knowledgeable members of the society in the development of a child. Vygotsky believed that “social interaction, cultural tools and activity shape individual development and learning” (Woolfolk, 2013 p.404).

One way of applying a constructivist approach towards student learning is through enquiry and problem based learning. The IB uses this type of student centered learning approach and it is very apparent in both the PYP and MYP. In 1910, John Dewey described enquiry learning as an approach where a teacher presents a puzzling situation, and the pupils must solve the problem through hypothesizing, gathering data and testing (Woolfolk, 2013 p.410). The problem-based approach is learning method in which teachers give students problems that do not necessarily have a correct answer. This type of learning requires students to collaborate to find solutions through gathering information and testing hypotheses. This directly links to the IB programs because the PYP emphasizes student construction of knowledge fostered by structured inquiry (IBO, 2009b) and the MYP is developed around a “broad, interdisciplinary, inquiry-based learning framework aimed at developing developmentally suitable skills and attitudes in middle years learners” (Hallinger, 2011, p.132). In contrast, the DP has been described as a college preparatory curriculum with an international ori­entation (Hallinger, 2011) thus it requires a very different approach to learning falling out of line with the previous two programs.

The IB learner profile is a list of ten attributes that were developed to connect the three IB programs together to provide coherency (appendix A). According to Bullock (2011 p.15), The learner profile has the potential to nurture ways of inquiry and the development of knowledge at different stages of students’ learning, and further prepare them for the next stages of their lifelong learning journey. Interestingly, Bullock (2011) has grouped the learner profile into four related themes that address the IB emphasis on intellectual, personal, emotional and social growth through all domains of knowledge, and also mirror key paradigms of learning. These are as follows:

1. The cognitive or intellectual theme: “knowledgeable”, “thinkers” and “reflective”. This theme addresses the cognitive processes of acquiring in-depth knowledge and understanding. It considers the interactions that encourage the development of concepts and mental models. The theme explores issues of critical thinking and of autonomous learning.
2. The conative or personal theme: “inquirers” and “principled”. This theme looks at personal intention and self-efficacy. It explores the meta-cognitive notions of responsibility for, and awareness of, one’s own learning.
3. The affective or emotional theme: “caring”, “risk-takers” and “balanced”. Personal qualities and emotional skills are crucial for academic and personal capability. Theories of social development and self-concept are examined to inform social responsibility, well being and self-belief.
4. The culture or social theme: “communicators” and “open-minded”. Many recent approaches to learning emphasize the contribution of the community where learning takes place, the importance of collaboration with others and the ability to consider and evaluate different perspectives

Bullock, 2011 (p. 2-3)

Even though the learner profile was created to cement the three programs together, there are many doubts as to the effectiveness, Bunnell states, “ The three IB programmes have very different ‘structures’, which arguably hinders any articulation of a ‘continuum’; there is no clear learning or pedagogical progression” (Bunnell, 2011, p.264). Learning progression is very important in order to avoid the “drip feed approach to learning that was previously mentioned by Hill. There is no mandatory external moderation of assessment in the MYP and it is hard to discern in both programs, if the learner profile is acting as a framework to guide student learning. It has been noted that schools differ in how they implement the learner profile, Starr acknowledges, “ though the intention of the International Baccalaureate is for schools to critically evaluate learning environments, and in doing so, create opportunities for students to develop the attributes of the IB Learner Profile, the reality is that schools do not adequately provide such opportunities” (Starr 2012, p.119).

Another aspect of the IB programs is the interdisciplinary units (IDU) of work that are aimed at helping to connect the programs together. It is believed that learning and understanding is enhanced through IDU’s, according to the IBO “integrating ways of thinking from different disciplines makes it possible to generate a deeper understanding of these matters and, more importantly, makes it possible for even more in depth questions to be posed”(IBO, 2010, p.1). The MYP requires teachers to plan together across the disciplines to create a holistic view of knowledge for the learners. It has been observed that, “teachers are putting this interdisciplinary planning into classroom practice through the sophisticated use of trans disciplinary guiding questions. Such techniques are another recognized hallmark of constructivist thinking, and common to PYP and MYP” (Marshman, 2006, p.4). There are five themes called “Areas of Interaction” within the MYP that connect the different disciplines, allowing for interdisciplinary units which are an essential component of international education and they have a significant impact on the development of values in the science program that I teach. I have been able to make connections between Science and subjects that students wouldn’t normally expect such as Art, Drama and English. Interdisciplinary units of work are effective ways to not only bring students together but also for teachers to join forces. I appreciate the professional development that I receive when I speak to other teachers and we try to find a way to successfully create a common assessment task that is transferrable across different subjects. Creating interdisciplinary units of work is also very feasible within the PYP; the structure of the taught curriculum as “units of inquiry” enables this. The DP however, is a very prescribed syllabus and incorporating interdisciplinary units of work into the pedagogy is not easy, it is often said that the “DP differs from the other programmes by being discipline based (as indeed are the others) without the trans disciplinary and interdisciplinary expectations of the PYP and MYP” (Marshman, 2010, p.13). The difficulty in creating interdisciplinary units of work in the DP creates a problem with the coherency of the learning approach between the programs; this was an important area of concern in Hallinger's MYP-DP transition study, not only does this affect coherency, it also means that the valuable connections learners have made between the disciplines, may be lost during the transition into the diploma program.

As it was mentioned earlier, the MYP is very much set up to center around enquiry and problem-based learning. However, the DP was created as a program that would be accepted by universities worldwide. In order to achieve this goal, there needed to be a formal examination at the end of the two-year program, this exam is worth 76% of the students’ final grade. Unfortunately, due to the high stakes nature of the examination, this leads to teachers often favoring more traditional forms of teaching and that rote memorization is sometimes required for the teacher to feel they have covered all of the required material due to time constraints. It has been argued that “an examination driven program works against the fundamental goals of student centered learning and constructivist pedagogies that are fundamental to the MYP where assessment procedures should reflect precisely the aims of the pedagogy (Guy, 2001 p.14). It is supported that this type of learning is very different to what the students experience in the MYP and it is a source of inconsistency between the two programs. In my current school, they have introduced formal examinations into every grade level in order to help with the transition. This seems to be a step back, rather than a step forward, however, until universities change their entrance procedures, this is an unavoidable problem.

MYP to DP transition and Motivation

Hallinger's study pointed out that the second most prevalent problem with regards to the MYP – DP transition was a change in student attitudes to learning. While reading through current literature, it has become evident that, in order to learn, students must be engaged in their cognition, emotions and behavior. There are many different theories that can be used to explain motivation, each having their own merits as well as weaknesses. Through applying my own experience, as well as research, it has become clear that participation and motivation within the MYP and the DP programs are very different.

A high stakes, performance-oriented learning environment, characterizes the final year in the DP program. Students who find it difficult to match the demands of their final school year with the resources available to them (from the MYP) may experience a decline in motivation and confidence as well as a loss of enjoyment and an increase in negative emotional states. Recent research has shown that changes in students’ achievement, motivation, attributes and distress can frequently occur and that grade 11 and 12 students report levels of negative emotional states that exceed normal limits (Hodge, McCormick & Elliott 1997; Smith & Sinclair, 2000). This is to be expected as students are anticipating the end of course examinations, which are worth a considerable percentage of their final grade. Bandura (1986, 1997) argues that anxiety may result when individuals perceive themselves unable to exercise control over a potentially aversive outcome. Thus, if the students in the final year of the DP have doubts about their ability to master the skills they need in order to attain valued outcomes, they may experience overwhelming levels of anxiety. This is an important point in light of existing research indicating the importance of strong academic self-efficacy to produce student motivation and psychological well-being (Bandura 1997; Pajares 1997; Zimmerman 2000). Self-efficacy is one of the most important self-beliefs affecting motivation (Woolfolk, 2013, p.454). Self-efficacy is closely linked to attributes and Weiner (1979, 2000) explains three dimensions that he believes have important implication for motivation: locus (location of the cause-external or internal to the person), stability and controllability. According to Woolfolk, “ A high level of self-efficacy encourages controllable attributions and controllable attributions increase self efficacy” (Woolfolk, 2013 p.454).

Another potential source of a decrease in motivation from the MYP to the DP is the level of student preparedness. The two programs are very different and a certain amount of prior knowledge is assumed when students begin the DP, however, if they have come from different schools, or even in the same school, this knowledge may be lacking. Research indicates that teaching students in the “zone of proximal development” also known as the “magic middle” leads to effective learning (Woolfolk, 2013). If students are not being taught in this zone in the first year of the DP course this may lead to further distress and it may have even more damaging effects on self-efficacy and consequently motivation. The lack of preparedness can also result in a lowering of self-esteem. It is important to note that self esteem falls into Maslow’s hierarchy of needs just before the top level of self actualization, which is the term for self fulfillment and the realization of personal potential (Woolfolk, 2013, p.433). While it has been acknowledged that Maslow’s theory does not always explain how people behave, and that motivation at different levels of the hierarchy can surface at different times, it does allow us to understand why students may be less motivated to learn in the DP.

On the other hand, the DP may be more preferable for students who are motivated by extrinsic rewards, students who may not be interested in the activity itself, but what they gain by doing it. Evidence suggests that as students get older, the level of intrinsic motivation for learning decreases (Gottfried 2001, Ottis 2005, Lepper, 2005). Specifically, within the DP program, students are required to take certain courses that they may not be interested in or perceive the value of the acquired knowledge. Students must still take these courses in order to achieve their IB Diploma, the end result being more important to them than the actual process of achieving it. Thus students in the DP may be more motivated to learn because of the extrinsic goal of achieving a high grade and gaining entrance into university.

MYP-DP Transition at xxx International School

As it was previously mentioned, my current school implements end of year examinations in all grades (MYP1-5) in order to prepare students for the transition into the DP program. This solution has merits and flaws, on one hand, students are able to experience an examination setting and learn the skills necessary for studying vast amounts of material, however; this process results in a large amount of stress and pressure for the students. For many students, this experience had very negative effects on their self-esteem and they seemed to almost “switch off” for the rest of the school year.

Differentiation is very important in both programs. According to Gardner’s (1983) theory of multiple intelligences, there are at least eight separate intelligences. While it is widely known that teachers have misused his theory, trying to incorporate all intelligences into a lesson (Woolfolk, 2013), I have found it useful to enhance student learning. Students learning preferences are key to differentiation, even though tests of learning preference are criticized (Snider, 1990), as a teacher you are able to discern the learning preferences of your students just through interacting with them. I always make sure that students have access to visual and written material when I am speaking about a certain scientific concept. I give them numerous resources and encourage them to learn through trying to find out solutions to real life problems. The strategies I use to differentiate the lessons in the MYP and DP science programs are the same and both work equally well to support student learning.

The OCC and IB websites have excellent material to help with the transition between the MYP and DP programs. Specifically, certain online publications such as the *Concurrency of learning in the IB Diploma program and Middle year’s program* (Marshman, 2010) are very helpful. I have cited a few articles from these resources in this paper. ICT provides support for the MYP-DP transition in my school, we use our school website to inform parents how to prepare their children for the DP and to share information about both the MYP and DP with them. I have a weblog where my MYP and DP students can go to find their assignments and also see what the students in the different programs are studying. We also have the unit planners for the MYP and DP available in a program called Atlas Rubicon; these are regularly updated by the staff and are made available to parents (and students), although I am not sure how often individuals not currently working in the school view them. During my research for this paper, I also came across an online forum called #MYPChat, they have had several useful discussions about MYP to DP transition problems.

Possible Solutions to Problems caused by the MYP to DP transition

In terms of learners and learning, there are several possible avenues to improve the transition process in order to achieve academic progression. One possible area for development is concerned with the opportunity for students to participate in decision-making regarding their learning. Interestingly, Ward et al. (1982) found that upper elementary school students are given more opportunities to take responsibility for their schoolwork than the students who are just starting middle school. Clearly, it is important to look at the fit between the needs of early adolescents and the opportunities given to them and make sure it favors progression rather than regression. In order to support learning teachers should provide the optimal level of structure for children's current levels of maturity while providing a sufficiently challenging environment to pull the children along a developmental path toward higher levels of cognitive and social maturity (Eccles, 2011). Furthermore, it is important to identify the needs of early adolescents and evaluate the opportunities afforded them before and after a transition, as a mismatch may lead to a decline in motivation, which can have detrimental affects on student learning.

There are many other solutions that have been suggested both Millikan (2001) and Hallinger (2010, 2011), in summarizing their solution it is evident that these solutions need to be implemented by three different stakeholders:

1. School Leadership
2. Teachers
3. IBO

*School Leadership*

The previously mentioned study carried out by Hallinger et.al 2010 that was commissioned by the IBO, reported “leadership and management contribute significantly to successful programme transitions” (Hallinger, 2010). The transition from an inquiry-based environment in the PYP to the subject focused, specialist teaching of the DP, is straddled through the years of the MYP, and teachers need to understand the transition issues thoroughly. It is important that the leadership team allow sufficient time for staff meetings, and teachers being properly trained to meet the demands of the program. It is hoped that the leadership team can implement various strategies for the purpose of articulation, such as driving the production of subject vertical and horizontal articulation documents. These documents would help the staff to think about possible connections and ways to smooth the transition of learning between the MYP and DP for the learners. Leaders are also encouraged to support cross program interaction, which involves encouraging and providing time for staff members to interact and plan collaboratively. In many schools the MYP and DP teachers do not interact and this is a major problem. If teachers in the MYP also teach the DP this provides support for students (and improve continuity between the programs) and it allows students to become more familiar with the teachers making the DP program less intimidating, according to the Hallinger, having the same teachers “makes DP students not only feel comfortable but also provides consistent learning style though consistent teaching methods and curriculum” (Hallinger 2010 p.75).

*Teachers*

Assessment has been mentioned as a source of problematic discontinuity, and it is suggested that the MYP contain standardized internal assessment and that the DP have a wider range of assessment tools, thus helping to provide continuity in the way that students are assessed. If the students feel that the DP is more accessible, this will help with their self-confidence and motivation to learn. Another solution that could be implemented by teachers is to increase the emphasis on interdisciplinary learning in the DP, making it less subject/content focused, again, this notion of quality vs. quantity surfaces. Learning through problem based/inquiry processes (as is done in the MYP) will improve continuity and provide more coherence for the learning culture. Again, this will have a follow up affect of improving student’s self-confidence and motivation towards learning.

*IBO*

In order to change the learning culture, changes need to be made to the DP program framework by the IBO. One important responsibility for the IBO is that of ensuring a greater monitoring of quality control within the PYP and MYP, DP and between schools by the IBO. While research has indicated that continuity and coherency issues are evident within schools, there can be even more problematic differences between schools. One of the strengths of the IB is that students can move between IB schools and there should be very little discontinuity. At my current school we gain (and lose) approximately 30 % of our students throughout the school year and many of them have a hard time adjusting, even if they have come from an IB school. Another suggested solution is the possibility of developing a single K-12 IB program in which both the curriculum and pedagogy from K through to grade 12 are more tightly prescribed and coordinated. Along with schools creating their own articulation documents, it would be helpful for the IBO to continue publishing MYP vertical and horizontal articulation documents and IB cross-program articulation documents. These would help schools that are thinking of becoming partial or full continuum schools understand how to ease some of the transition issues that may arise.

Conclusion

This assignment set out to look at transition problems between the MYP and DP programs that are specific to learners and learning. While the three IB programs have many similar features, they are also quite distinct. They were not developed as a continuum and it has only been in recent years that documents such as the IB learner profile have been created to help link the programs together. The problem with providing coherency has to do with the fact that some of the beneficial features of each of the programs would need to change and it is hard to evaluate what to keep and what to remove. While the programs on their own are very good, the notion of coherency and how it affects learners and learning is a very serious issue. While there has not been a lot of research on this topic, the research, which has been referred to in this paper, suggests that there is a distinct difference between the MYP and DP programs. As noted by Bullock (2011), the IB learner profile has a distinct feature that allows it to connect intellectual, personal, emotional and social growth through all domains of knowledge, and also mirror key paradigms of learning, however how the learner profile is implemented within (and across) schools is something that needs to be improved (Starr, 2012). The PYP and MYP are very good at constructivist thinking (Marshman, 2006) and it was mentioned that one way of applying a constructivist approach to learning is through enquiry and problem based learning. The IB uses this type of student centered learning approach and it is very apparent in both the PYP and MYP. The problem occurs within the DP because it is very content driven; the types of assessment tasks are based around students being able to demonstrate vast amounts of subject specific knowledge. A change in motivation between students in the MYP and DP was also highlighted as a major transition problem. Research has indicated that student’s motivation changes from being primarily intrinsic to more extrinsic as students enter the DP. It is known that anxiety may result when individuals perceive themselves unable to exercise control over a potentially aversive outcome. If the students in the final year of the DP have doubts about their ability to master the skills they need in order to attain valued outcomes, they may experience overwhelming levels of anxiety. Research indicates the importance of strong academic self-efficacy to productive student motivation and psychological well-being for effective learning.

Through critical reflection of my own IB transition practices and engaging with literature, several possible solutions to the transition problem have been suggested. These solutions focused on four groups of individuals: the students, leadership and management, teachers and the IBO. It is suggested that changes need to occur to improve the student environment fit, and one way this can be achieved is allowing students to play a more active role in their learning and make sure that they do not lose ownership of their learning during the transition between programs. Communication between teachers in different programs, and proper training and time to plan collaboratively are essential. Teachers should be aware of their approach to learning and attempt more enquiry/problem based learning in the DP and continue to highlight the importance of interdisciplinary learning and use a variety of assessment tools. In the MYP students could potentially have standardized assessment and participate in end of year exams (although this solution is debatable and may have negative consequences). The IBO can help the transition through publishing vertical and horizontal articulation documents and looking into structural changes to the continuum that may include decreasing the amount of content covered in the DP.

While the notion of continuity and coherency between the IB programs has had limited research, that which has been done suggests some very major problems exist. With more and more schools taking on additional IB programs, it is important that further research be done into how the transition problems may be alleviated to support the learners and their learning as they progress to post secondary education and beyond.

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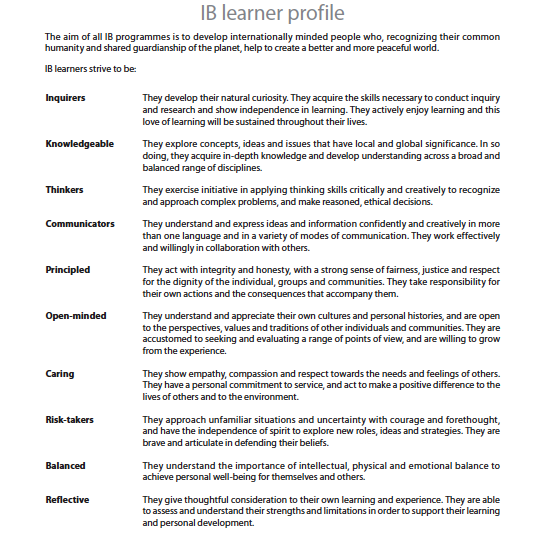
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**Appendix A: Learner Profile**



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