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FORMS OF SUPPORT FOR AND CHALLENGES TO  
FOSTERING INTERNATIONAL-MINDEDNESS:  
PERSPECTIVES ABOUT THE INTERNATIONAL  
BACCALAUREATE DIPLOMA PROGRAM FROM  
DIFFERENT SCHOOL CONTEXTS

A DOCTORAL DISSERTATION

BY

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THE PROGRAM OF CURRICULUM AND INSTRUCTION

İHSAN DOĞRAMACI BİLKENT UNIVERSITY

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This dissertation is dedicated to my beloved wife, Dr. Derya Zengin Metli, for her constant support and unconditional love as well as my lovely daughter, Arya, for being the joy and tranquility of my life. I am grateful to both of them as they have patiently waited for me to complete my doctoral research. I love you both dearly.



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DIFFERENT SCHOOL CONTEXTS

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June 2018

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

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## **ABSTRACT**

Forms of Support for and Challenges to Fostering International-Mindedness:  
Perspectives about the International Baccalaureate Diploma Program from Different  
School Contexts

Akın Metli

Ph.D. in Curriculum and Instruction  
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June, 2018

This study investigates students', teachers' and the International Baccalaureate Diploma Program coordinators' perceptions of forms of support for and challenges to international-mindedness. It specifically investigates how the International Baccalaureate Diploma Program core components: Creativity, Activity, Service, Theory of Knowledge, and Extended Essay foster the pillars of international-mindedness (multilingualism, intercultural understanding and global engagement). The research used mixed methods to explore perceptions of international-mindedness within three schools in Istanbul, Turkey. The qualitative phase used semi-structured interviews, focus groups, lesson observations, and document review. The quantitative phase applied a pre and post-test design to measure intercultural understanding and the global engagement. The quantitative portion of the study compared data from schools with a Turkish (national) student body to a school that had more international staff and students and found no significant difference between and among students' pre and post levels of intercultural understanding and global engagement in terms of improvement after one year of International Baccalaureate Diploma Program education. The study identified ways intercultural understanding and global engagement are fostered as well as various factors that undermined the implementation of international-mindedness. Regarding the three pillars of international-mindedness, the study revealed examples of the core components (especially about global knowledge, intercultural issues and community service) work to foster intercultural understanding and global engagement. The role of multilingualism and its relation to the other pillars was less clear, resulting in a reinterpretation of the international-mindedness conceptual framework used to guide the study. The revised framework illustrates that intercultural competence and global engagement should be the main components, supported by knowledge, skills, dispositions, and agency related to international-mindedness. Other researchers and educators can use this framework and associated methods to examine how international mindedness is implemented in different schools and to develop strategies to support global citizenship pedagogy in other regions of the world.

Key words: Global engagement, International Baccalaureate, intercultural understanding international education, international-mindedness, multilingualism

## ÖZET

Uluslararası Fikirliliğin Gelişmesindeki Destekler ve Zorluklar: Uluslararası Bakalorya Diploma Programı hakkında Farklı Okul Bağlamlarından Perspektifler

Akın Metli

Doktora, Eğitim Programları ve Öğretim

Tez Danışmanı: Dr. Öğr. Üyesi Jennie Farber Lane

Haziran, 2018

Bu çalışma, öğrencilerin, öğretmenlerin ve Uluslararası Bakalorya Diploma Programı koordinatörlerinin uluslararası fikirliliğin destekleri ve zorlukları hakkındaki algılarını inceler. Çalışma, özellikle Uluslararası Bakalorya Diploma Programında Yaratıcılık, Etkinlik ve Toplumsal Hizmet; Bilgi Kuramı; Bitirme Tezinden oluşan ana öğelerinin uluslararası fikirliliğin temel unsurlarını (çokdillilik, kültürlerarası anlayış ve küresel sorumluluk) nasıl geliştirdiğini araştırır. Bu çalışma, İstanbul'da bulunan üç farklı okulda uluslararası fikirlilik algılarını araştırmak üzere karma metod kullanılmıştır. Nitel aşamada, yarı yapılandırılmış bireysel mülakatlar, odak grup mülakatları, ders gözlemleri, doküman analiz metotları kullanılmıştır. Nicel aşama, kültürlerarası anlayışı ve küresel sorumluluğu ölçmek üzere ön-ardıl tasarım içermektedir. Çalışmanın nicel kısmında veriler Türk (ulusal) öğrenci grubunun bulunduğu okullarla uluslararası akademik kadro ve öğrencinin olduğu başka bir okulla karşılaştırılmıştır. Nicel kısım bir yıl Uluslararası Bakalorya Diploma Programı eğitimi sonrası gruplar arasında ve içinde istatistiki olarak kültürlerarası anlayış ve küresel sorumluluk gelişimi açısından anlamlı bir fark olmadığını göstermiştir. Çalışma, kültürlerarası anlayış ve küresel sorumluluğun gelişim yollarını ve uluslararası fikirliliğin uygulanmasını olumsuz etkileyen faktörleri tespit etmiştir. Uluslararası fikirliliğin üç temel unsuru ile ilgili olarak, çalışma ana öğelerin kültürlerarası anlayış ve küresel sorumluluğu nasıl geliştirdiğine dair örnekler (özellikle küresel bilgi, kültürlerarası konular ve toplumsal hizmet hakkında) sunmuştur. Çokdilliliğin rolü ve diğer temel unsurlarla olan ilginin daha az açık olması nedeniyle bu çalışmayı yönlendirmede kullanılan uluslararası fikirlilik kavramsal çerçevesi yeniden yorumlanmıştır. Revize edilmiş olan kavramsal çerçevede, uluslararası fikirlilik ile ilgili bilgi, beceri, tutumlar ve eylemlilikle desteklenen kültürlerarası yetkinlik ve küresel sorumluluğun temel unsurlar olması gerektiği açığa çıkmıştır. Diğer araştırmacılar ve eğitimciler uluslararası fikirliliğin dünyanın farklı bölgelerindeki farklı okullarda nasıl uygulandığını araştırmak ve ayrıca küresel vatandaşlık pedagojisi ile ilgili stratejiler geliştirmek üzere bu revize edilmiş kavramsal çerçeveyi ve ilgili metodları kullanabilirler.

Anahtar kelimeler: Çokdillilik, kültürlerarası anlayış, küresel sorumluluk, Uluslararası Bakalorya, uluslararası fikirlilik, uluslararası eğitim

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## **CHAPTER 1: INTRODUCTION**

### **Introduction**

Global. International. Intercultural. Cosmopolitan. The world we inhabit is all of these. In many ways it has always been. Humans have never lived in isolation from one another, as hundreds of years of global exchange attest. Nevertheless, the reach of these dynamics is more profound for those of us living in the twenty-first century than ever before. Our ability to respond appropriately to, and to thrive in, this context requires a paradigm shift in how we think about the world around us (Richardson, 2016, p.1).

The world we live is becoming increasingly interconnected, globalized and multicultural; subsequently, world citizens are expected to develop certain lifelong learning skills to engage in communication with people who have different cultures and traditions. The world we live in also goes through many difficulties such as terror threats, degradation of environment, racially biased perspectives and actions, poverty and so forth. As we live on the same planet, our actions leading to these challenges not only impact our small, local community, but also the world at large. Consequently, world citizens are also expected to develop global perspectives and humanistic values to handle the global issues. Thus, international education to promote international-mindedness has become an important necessity as it ensures advocacy for achieving unity and harmony for peace.

This research study aims to help increase our understanding of the development of international-mindedness by exploring how its related constructs such as multilingualism, intercultural understanding and global engagement are implemented through international education at three different school contexts.

This chapter introduces the study with six sections: a) background to the study, b) statement of problem, c) purpose, d) research questions, e) significance, and g) definition of terms. It concludes with an outline of the chapters of this dissertation.

### **Background to the study**

International education is a multilingual, multicultural learning environment where students study globally focused curriculum such as one developed by International General Certificate of Secondary Education (IGCSE), International Baccalaureate (IB) Programs, Advanced Placement (AP) and so on. The objectives of an international education are to celebrate diversity as desirable for improving the human condition, to promote understanding and respect for one's own and for other cultures, to encourage a knowledge of issues of global concern, to recognize the benefits of a humanist education to share with others an understanding of the human condition (Walker, 2002). International education can be provided both at a national and international school context through "values education for peace, conflict resolution skills, respect for cultural heritage and the environment and intercultural understanding" (Hill, 2012b, p. 342).

Turkish national schools use the national curriculum along with optional international curriculum to provide international education. So, international education can be provided not only at an international school but also at a national school, as well. International school uses international education curriculum for students from a wide range of countries. It does not follow the national curriculum of the country of residence. The vast majority of students in international schools were expatriates in the past, but this is not the case any longer. The reason is that at many

international schools, the host country nationals want their children to learn another language and be exposed to an international education (Mark, 2011). Furthermore, international schools have shown a dramatic growth around the world to meet the demands of families who want their children to study at international schools to be able to return to their home country or travel to another country for required occupational reasons (Hayden & Thompson, 2013; Mark, 2011).

Stakeholders at both the national and international school settings implement an international curriculum to teach students the art of negotiation, diplomacy and conflict resolution. They provide students with an understanding of other nations' priorities, promote an understanding of differing national characteristics and behaviors, study issues that cross national frontiers such as environmental issues, health and safety, economics and politics. Such international education is expected to show real awareness of the interdependence and appreciation of other cultures in a global perspective. Thus, the product of a successful international education is international-mindedness (Hill, 2012a).

International-mindedness is considered as a foundational principle and a key concept of the International Baccalaureate's (IB) educational philosophy. Represented in 144 countries all over the world (IBO, 2016), the IB is a multilingual and multicultural organization which encompasses a wide range of languages spoken and a wide array of national, cultural, ethnic and social groups. According to the philosophy of the IB, the aim of IB programs is "to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (IB learner profile booklet, p.5). Within the

IB programs, both the academic subjects and the core components are used as a tool to help develop the ideals and values outlined in the IB mission statement (Lineham, 2013). However, the term “internationally-minded” is not specifically used in the IB mission statement, but the key words pertaining to the concept are used such as “inquiring, knowledgeable, young caring people...for a better peaceful world...through intercultural understanding and respect.”

As an approach to represent the values of the IB educational philosophy, the IB encourages schools to integrate an internationally-minded approach in their educational practices. Students in the IB schools are educated to be the global leaders of the future who have an insight into cultures across the world and concerns for the well-being of the world community. “IB schools show evidence of a spirit of internationalism and promote interculturalism” (Schweisfurth, 2006, p.49). IB Schools shape their school ethos, educational philosophies, educational goals and outcomes according to their approach toward international-mindedness and educate students toward international-mindedness through reducing ethnocentrism, increasing intercultural understanding and promoting global awareness for taking actions.

However, as an overarching concept, international-mindedness does not have a curricular framework or assessment tool to evaluate the effectiveness of the distinct school practices. The core challenge with assessing international-mindedness is that there is a lack of agreement on how to define it. Since there is no universal definition or agreement on a single definition (Hayden & Thompson, 2013), schools may find international-mindedness difficult to interpret. Also, Marshall (2007) points out that

teachers and global educationalists encounter similar terms regarding global citizenship education terminology, which makes it also difficult to conceptualize and assess international-mindedness.

The International Baccalaureate (IB) “attempts to define international-mindedness in increasingly clear terms, and the struggle to move closer to that ideal in practice” (Towards a continuum of international education, p.3). Studies Castro, Lundgren, Woodin, (2013); Bailey, K. & Harwood, (2013); Harwood, & Bailey, (2012); Singh & Qi, (2013); Sriprakash, Singh, & Qi, (2014) conducted on the conceptualization, articulation, development, implementation and assessment of international-mindedness play a significant role in shaping the curricular and extracurricular practices of international-mindedness at the IB World Schools. As Castro, Lundgren, & Woodin (2013) suggest international-mindedness can be defined as an openness to and curiosity about the world and people of other cultures and a striving toward a profound level of understanding of the complexity and diversity of human interactions. Even though the term international-mindedness is not widely encountered outside the IB, the underlying concepts such as multilingualism, intercultural understanding and global engagement could define the conceptual framework for what international-mindedness means (Castro, Lundgren, Woodin, 2013).

Furthermore, the attributes of the IB Learner Profile express the values inherent to the IB continuum of international education. The IB Learner Profile aims at developing a sense of continuum between the three programs: Primary Years Program (PYP), Middle Years Program (MYP) and Diploma Program (DP) and

considered as a map to pursue international-mindedness (Wells, 2011). It indicates the features that an internationally-minded person should ideally possess and therefore provides a framework for fostering international-mindedness. The IB Learner Profile identifies international-mindedness as the “continuum of international education, so teachers, students and parents can draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness” (IBO, 2014, p. 1).

However, there is no mechanism to monitor the successful promotion of the IB Learner Profile, which is a path to international-mindedness and for fulfilling the mission statement (Wells, 2011). Furthermore, although the concept of international-mindedness may have common features across the IB World Schools, the construct of international-mindedness is contextual since it is “set in a national, social, economic and political context” (Castro, Lundgren, & Woodin, 2013, p.8). This indicates that the interpretations, reflections and practices of international-mindedness may vary based on the specific cultural contexts such as the geographical location, school type, student-teacher-parent profile, curricular and instructional practices and so forth.

Thus, the conceptual framework for defining international-mindedness needs further inquiry to examine how international-mindedness is defined, supported and practiced to ensure its rigor and integrity at different school contexts. Therefore, the practices of international-mindedness should be investigated further to find out about the forms of support for, practices of and challenges to the development of international-

mindedness through curricular and non-curricular implementations in different school contexts.

### **Statement of problem**

In reviewing the literature in the field of international education, it is clear that the development and implementation of international-mindedness through curricular or non-curricular practices in different school contexts has not undergone detailed investigation. There have been mainly conceptualizations and reflective interpretations on international-mindedness. Previous research studies conducted by researchers Bailey and Harwood (2013); Castro, Lundgren, Woodin, (2013); Harwood and Bailey (2012); Singh and Qi (2013); Sriprakash, Singh and Qi, (2014) have identified a range of literature in the field with the underlying aim of conceptualization and assessment of international-mindedness.

While much research continues on easier-to-measure academic outcomes, little has yet been done about what schools are doing in practice that support the IB mission in terms of its academic or non-academic outcomes toward the development of international-mindedness. The concept of international-mindedness may not be well understood by only analyzing written documents or from interview data that seeks only to define concepts of school stakeholders. Another reason why investigations into international-mindedness (IM) have been limited could be because different schools in different settings may have different ways to implement international-mindedness. Hence, understanding real world practices from different school contexts will help researchers and educators appreciate how IM is and is not implemented in schools.



## Purpose

If the IB has an implied mission to develop global citizens, there needs to be a further inquiry into how the program fosters international-mindedness. Specifically, IB Diploma Programme core components: Creativity, Activity and Service (CAS), Theory of Knowledge (TOK), Extended Essay (EE) are said to be responsible for nurturing and fostering international-mindedness in the DP (Mannix, 2012), with the ultimate goal of developing responsible global citizens. Therefore, this mixed-methods case study research specifically examined what it calls “core components” of the DP:

- *Theory of Knowledge* (TOK: an interdisciplinary course which is designed to provide coherence by exploring the nature and problem of knowledge across disciplines),
- *Creativity, Activity and Service* (CAS: an experiential learning program in which students are involved in artistic pursuits, sports and community service work)
- *Extended Essay* (EE: an in-depth study of a focused independent research on a topic)

and their influence on the development of international-mindedness in terms of multilingualism, intercultural understanding and global engagement.

The study sought specifically to:

1. Explore forms of support for and challenges to developing international-mindedness in different school contexts
2. Explore how the implementation of the pillars of IM within the core components of DP are perceived by students and teachers

3. Analyze how students' levels of IM changed after one full year of DP and compare the patterns of improvement among schools

### **Research questions**

1. How do DP students and staff:
  - a. Perceive how the development of international-mindedness has been supported by their school culture?
  - b. Identify challenges to developing students' international-mindedness?
2. How do DP staff and students perceive how:
  - a. multilingualism, intercultural understanding and global engagement are supported and challenged?
  - b. TOK, CAS, EE core components are practiced to foster multilingualism, intercultural understanding and global engagement?
3. Do students improve their levels of intercultural understanding and global engagement after one year in the DP? Also, is there any difference among schools in terms of patterns of improvement in intercultural understanding and global engagement?

### **Significance**

Promoting international-mindedness has become a significant responsibility of schools to advocate for “a better and more peaceful world” (IB mission statement). Yet, enacting international-mindedness through internationalized curriculum does not have straightforward procedures, policies or strategies for support to practicing and assessing international-mindedness. Through this in-depth case study about the development, implementation and assessment of international-mindedness in different school contexts, there will be a greater clarification of concepts,

applications and practices regarding international-mindedness. This would surely help the IB to develop further its own understanding of, international-mindedness for clarity on its conceptualization and practice.

There are many DP schools around the world. Even though the individual school cultures may be different from the current study, there will likely be similar challenges that are faced when implementing strategies and policies to support international-mindedness, particularly in national schools whose educational systems tend toward more traditional approaches of teaching and learning. As all IB national and international schools use the same core components as prescribed by the organization, data from this research can be relevant to any DP school around the world.

Both the national and international schools in other regions in Turkey and also in the other countries can utilize the research findings for their own reflection and self-evaluation on the development of international-mindedness in their own unique setting. In addition, any IB national and international school can utilize the findings with regards to the practices and strategies for improving instructional techniques that support international-mindedness.

### **Definition of terms**

Creativity, Activity, Service (CAS) is an experiential learning program in which students are involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic arena CAS

includes reflection and documentation on seven predetermined outcomes (IBO, 2016).

Core Components: Extended Essay, Theory of Knowledge and Creativity, Activity and Service in the IB Diploma Program.

Diploma Program (DP) was established in 1968 and was the first program offered by the IB. It is an assessed program for students aged 16 to 19. The DP was established to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. The DP curriculum is made up of six subject groups and the DP core components, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (Towards a continuum of IB education, p. 10, 11).

Extended Essay (EE) is an in-depth compulsory study of a focused independent research or investigation on a topic chosen by the student in cooperation with a supervisor in the school. It is an approximately 40 hours of work by the student, with an externally assessment and a prescribed limit of 4,000 words (IBO, 2016).

Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. Students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance.

Globally engaged people critically consider power and privilege, and recognize that

they hold the earth and its resources in trust for future generations (Castro, Lundgren, Woodin, 2013)

IB Continuum School: It is a school which implements the full IB programs (Primary Years Program, Middle Years Program, Diploma Program).

IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21<sup>st</sup> century. The IB learner profile describes the attributes and outcomes of education for international-mindedness (Towards a continuum of IB education, p. 4).

International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who are motivated to succeed. Unlike a strictly national curriculum, IB programs reflect the best practices of a range of different educational frameworks and curricula. It encourages students to be internationally-minded and to think beyond their immediate environment (Towards a continuum of IB education, p. 3).

International-mindedness (IM) can be defined as an openness to and curiosity about the world and people of other cultures and a striving toward a profound level of understanding of the complexity and diversity of human interactions. It could be defined in aspects such as multilingualism, intercultural understanding and global engagement (Castro, Lundgren, & Woodin, 2013).

Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. The goal is to explore human commonality, diversity and interconnection (Castro, Lundgren, Woodin, 2013).

International school is a school that uses international education curriculum and with students from wide range of countries. It does not follow the national curriculum of the country of residence.

Middle Years Program (MYP) was introduced in 1994 and is for students aged 11-16. The MYP is a challenging curriculum framework that encourages students to make practical connections between their studies and the real world. The MYP comprises eight subject groups, providing a broad and balanced education for early adolescents (Towards a continuum of IB education, p. 9-10).

Multilingualism: It means speaking more than two languages. It is connected with the idea that the languages help individuals develop an appreciation of intercultural perspectives through connecting with people's histories and experiences (Castro, Lundgren, Woodin, 2013).

National School is a school which uses compulsory national curriculum along with optional international curriculum. In this study, a national school refers to one that is for mainly Turkish students.

Primary Years Program (PYP) was introduced in 1997. The PYP is taught to students aged 3-12. The PYP prepares students to become active, caring, inquiring, lifelong

learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them (Towards a continuum of IB education, p. 8).

Theory of Knowledge (TOK): It is an interdisciplinary course which is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives. It has both external assessment (essay on a prescribed title with 1,600 words maximum) and internal assessment (presentation of approximately 10 minutes per student) (IBO, 2016).

### **Outline of the dissertation**

This introductory chapter provided background to the study, established the research problem, described the purpose of study, identified the research questions, determined the significance, and defined key terms.

Chapter two, which reviews the literature related to the study, consists of four sections: a) conflicts over definitions of international-mindedness, b) conceptual framework of international-mindedness, c) recommendations for implementing international-mindedness and d) review of research related to international-mindedness.

Chapter three describes the methodology of the study and consists of seven sections: a) research design, b) context, c) sampling, d) instrumentation, e) reliability, validity and generalizability, f) data collection and g) data analysis.

Chapter four provides the results of the study, and consists of five parts: a) introduction, b) demographic survey results, c) general perceptions about the support

for and challenges to international-mindedness, d) qualitative findings related to forms of support for and challenges to fostering the pillars of IM in the DP core components (CAS, TOK, EE), and e) quantitative findings related to the improvements in the pillars of IM (intercultural understanding and global engagement).

The conclusions of the study are discussed in Chapter five. It consists of five parts: a) overview of the study, b) major findings and conclusions, c) implications for practice, d) implications for further research, e) limitations and f) concluding remarks.



## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

This chapter outlines the related review of literature. It begins by introducing the conflicts over definitions and emergence of international-mindedness. Next, the conceptual framework of international-mindedness are expanded, followed by recommendations for implementing international-mindedness. Finally, review of research related to international-mindedness is discussed. The purpose of this chapter is to provide background information related with the research questions on the key areas of investigation such as conceptualizations, theoretical framework, assessing and implementing international-mindedness.

### **Conflicts over definitions of international-mindedness**

When we look at how the concept of international-mindedness has emerged through time, we can go back to the period of Ottoman Empire. The Ottoman Palace School of Enderun is historically significant as it lays a foundation for international schooling. This school was established to provide a unique, high quality, education to gifted students from different backgrounds and ethnicity. The motive behind why this school was created is that it was the first institutionalized education system that could educate these well-rounded individuals with high academic achievement to serve the empire in the ruling class. This school system not only aimed to educate multicultural, multilingual and academically challenging students, but also to help them discover their own talents and embrace universal human values. Many worldly figures emerged from this educational system, including Matraki who was a renowned “mathematician, historian, geographer, cartographer, topographer and a

musketeer, knight, calligrapher and engineer” (Corlu, et al., 2010, p. 24). Such exceptional students were trained to be the leaders of the Empire.

Similar to Endurun in the nineteenth century, the IB today also defines international education based on developing citizens of the world in relation to culture, language and learning to live together, fostering the development of universal values, building and reinforcing students’ sense of identity and cultural awareness, fostering discovery and enjoyment of learning and so forth. The IB puts special emphasis on “international-mindedness” and equipping students with the necessary personal attributes and life skills to play an active role in the construction of a better future life by means of fostering a peace-making mindset.

While international-mindedness seems to be a recent connotation in response to globalization in the IB world, it has likely existed in many conceptions (i.e., awareness of global issues, international cooperation and conflict resolutions, international communication, intercultural understanding, recognition and interdependence of global issue, etc.) for hundreds of years (Hill, 2012b; Hill & Ellwood, 2013). The developments of global environmental and economic issues have also played a role in the evolution of international-mindedness. It has emerged along the same lines as concepts related to intercultural awareness and sensitivity about cultural, and social and religious differences.

Conceptual disagreements may arise because similar terms and terminology are used to refer to international-mindedness without being aware of any possible differences. Furthermore, the assumptions and perceptions of stakeholders in international

schools may be different. Thus, the IB schools may find international-mindedness difficult to interpret (Hayden & Thompson, 2013) because it may be interpreted in different ways based on their particular contexts. Marshall (2007) also points out that teachers and global educationalists encounter similar terms regarding global citizenship terminology. Terms such as world-mindedness education, global citizenship education, international education, education with a global or international dimension, world studies education for international understanding look like similar terms. However, their distinctness and relationships are not clearly known.

Even though there are different terms for the concept of international-mindedness, the common terms and specific uses overlap, so there can be a mutual understanding for a shared understanding (Harwood & Bailey, 2012). Therefore, a school must define and understand what internationally-minded students and teachers need to represent this understanding within the context of the school's programs and curricula (Fannon, 2013).

Terms such as intercultural understanding and taking actions to global problems are common in the definitions of international-mindedness. To exemplify, as defined by Harwood and Bailey (2012), international-mindedness is "a person's capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognize in the richness of diversity in the multiplicity of the ways of engaging with the world" (p. 3). They further explain that international-minded people have the necessary understanding and actions for both national and international citizenship. Ranger (2013) asserts that internationally-

minded individuals' values can be observed through their actions since they show more than an understanding of internationalism. They are open-minded about the common humanity and respect each other's cultures and beliefs. They also take action through discussion and collaboration to help build better and peaceful world. Another definition of international-mindedness with the common understanding is that international-mindedness refers to an openness to and curiosity about the world and people of other cultures and a striving toward a profound level of understanding of the complexity and diversity of human interactions (Castro, Lundgren, & Woodin, 2013).

### **Conceptual framework of international-mindedness**

The IB is credited with bringing international-mindedness into the forefront of international education and their first emphasis was intercultural understanding. The promotion of international-mindedness emerged explicitly when it was first introduced by the IB through the DP (Hill, 2012b). The IB definition of international-mindedness has changed and become more mature through time, as well. When international-mindedness was first introduced by the DP during the 1960s (Hill, 2012b), the IB focused on “intercultural understanding, awareness of global issues, critical thinking skills, education for the whole person and the provision of a university entrance qualification with worldwide currency” (Hill, 2012b, p. 251).

The IB definition of international-mindedness has developed. The definition of international-mindedness, largely associated with *global/intercultural understanding*, was considered as an open attitude for curiosity to gain an understanding of the different cultures and interactions, as the IB mission statement emphasizes “intercultural understanding and respect”. Since understanding and respect are the

core values that need to be developed for “a better and more peaceful world”, the IB’s conceptual framework for defining IM has now incorporated two more dimensions, namely global engagement and multilingualism. “Intercultural understanding is central to the IB understanding of IM, while global engagement and multilingualism are considered as contributing to students’ development of IM” (Singh and Qi, 2013, p. viii).

In 2013, the IB commissioned a study on the conceptualization of IM and identification of existing instruments for assessing it. This report, developed by Singh and Qi (2013), makes an attempt to clarify and define the concept of IM. Based on a systematic analysis of official IB documents about international-mindedness, a comprehensive literature review on international-mindedness and other related constructs in the field, this report indicates that in the IB documents international-mindedness is explicitly manifested in the three pillars of IM: multilingualism, intercultural understanding and global engagement. These pillars are embedded in the IB Learner Profile.

An internationally-minded learner is a competent communicator, open-minded and knowledgeable. However, these qualities cannot be achieved without the remaining seven attributes, which fall into the two categories of cognitive competence (inquirers, thinkers and reflective practitioners), and dispositions (principled, caring, risk-takers, and balanced) (Singh and Qi, 2013, p. viii).

According to Singh and Qi (2013), critical language awareness can enhance intercultural awareness. Intercultural understanding is necessary for international understanding and cooperation, which leads to responsibility for taking actions to be globally engaged in addressing the humanity’s greatest challenges, thus international-mindedness.

Building on this conceptual framework for what international-mindedness is, Castro, Lundgren & Woodin's exploratory study in 2013 documented and reflected from a critical perspective on related pillars of international-mindedness (multilingualism, intercultural understanding and global engagement) and the conceptualization of these constructs through a document analysis and literature review. This report indicates that "although the term international-mindedness is not widely used outside the IB and its related publications, the three components as underlying concepts cover a vast range of literature" (Castro, Lundgren, & Woodin, 2013, p. 4). It was reinforced that international-mindedness could be defined in aspects such as multilingualism, intercultural understanding and global engagement. Thus, this conceptual framework of international-mindedness with its pillars was used to guide the investigation in this study.

As for what these pillars of international-mindedness are, multilingualism is described as a term:

whose definition can range from the description of someone who can speak more than two languages at its most straightforward, to one which recognizes that the speaker, subject, context and place are all closely connected to language and, most importantly, that language cannot be separated as an entity from those who are using it, the context within which they are using it, and the purposes for which they are using it (Castro, Lundgren & Woodin, 2013, p.23).

As an alternative term for multilingualism, "plurilingualism" is defined by the Common European Framework of Reference for Languages as "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying

degrees, in several languages, and experience of several cultures” (Council of Europe, 2001, p.168).

Intercultural understanding is “recognized as closely linked to language learning, and there is a strong emphasis on developing knowledge of other cultural groups, appreciation of different ways of being and behaving, and developing positive attitudes to others” (Castro, Lundgren, & Woodin, 2013, p.6). In other words, intercultural understanding refers to “the ability to understand the perceptions concerning one’s own culture and the perceptions of the people who belong to another culture, and the capacity to negotiate between the two” (Samovar, et al., 2010, p. 52). Intercultural understanding requires individuals to appreciate their own cultural values and beliefs and appreciation of others’ nature of culture to be able to cultivate a mutual respect among diverse cultures by means of showing respect and understanding on the similarities and differences of cultural practices, customs and traditions. This is a significant aspect since it enables schools to equip students with personal attributes and life skills that are necessary to play an active part for the construction of their future life.

Global engagement is “undertaking activity outside of schools, in the local community and/or other foreign communities. Global engagement is not closely linked to multilingualism, and there is some reference to intercultural understanding leading to global citizenship” (Castro, Lundgren, & Woodin, 2013, p.6). Students have an understanding of the importance of social problems through global engagement. They are encouraged to show empathy with the problems facing humanity and our planet. In this way, schools can help students to address issues

such as earthquakes, floods, drought, pollution, hunger, global warming, political wars and so on in a more sensitive way as well as demonstrate their critical and problem solving skills while approaching global problems.

### **Recommendations for implementing international-mindedness**

Bates (2012, p. 262) asks, “Is global citizenship possible, and can international schools provide it?” He discusses that “while in strict legal terms global citizenship is not possible, in metaphorical terms a number of different possible definitions and categories of global citizenship and global citizenship education [are possible]” (p. 272). Davies (2006) argues that the idea of “global citizenship” is simply a metaphor because people cannot be citizens of the world in the way that they are citizens of a country. Thus, “is global citizenship a fiction, a seeming paradox or oxymoron?” (Davies, 2012, p. 5) As “there is a reasonable consensus on the importance of global citizenship, and on knowledge, skills, and behaviors” (Davies, 2006, p. 22), actually, schools have an important role in developing a curricular and extracurricular program contributing to the development of global citizenship education.

Thus, schools, which aim at embracing a global approach to education, can include international-mindedness in their ethos which is directly linked to the school’s mission, vision and philosophy (Ranger, 2013; Swetz, and Swetz, 2014).

International-mindedness can be promoted effectively when it is interwoven in the standards, curriculum, ethos and commitment of the school (Skelton, Wigford, Harper & Reeves, 2002). This commitment will help schools to develop internationally-minded students who have tolerance for peace and enthusiasm for global cooperation through school activities to act on the global issues (Skelton,



Wigford, Harper & Reeves, 2002). When students study other cultures and their practices, they gain a better understanding and increased awareness of their own culture's beliefs and characteristics. Cause (2009) discusses that with regards to the development of international-mindedness in schools, its development cannot be taken for granted.

Hence, teachers need to understand that developing international-mindedness will not happen by putting children of different nationalities in the same classroom (Cause, 2009). To exemplify, the MA research study by Küllü-Sülü (2014) investigated the role of Native English Speaking Teachers (NESTs) in promoting intercultural sensitivity (IS), student ideas about the role of NESTs and Non-native English Speaking Teachers (NNESTs) in terms of promoting IS and teaching target culture. The findings indicated that there is not a statistically significant difference between total IS scores of students educated by NESTs and NNESTs (Küllü-Sülü, 2014). This indicates that foreign language teachers who come from different countries than the students did not really have a major impact on students' intercultural sensitivity. Although the study was conducted in a mono-cultural environment rather than a multi-cultural environment, it still gives an implication that having native speakers of English in an English learning environment will not naturally provide intercultural sensitivity.

Recommended by the experts in the field, there are strategies that support the development of international-mindedness. As educators become more internationally attentive, schools around the world communicate similar objectives with regards to the global perspectives and international education (Hansen, 2011). For example, if

students have an opportunity to study cultures and countries which are different from their own, they can demonstrate an increased awareness of others as well as to develop greater understanding and appreciation of their own culture (Fannon, 2013). As long as national schools demonstrate international-mindedness within their curricular and extracurricular practices, national schools can also instill in an international worldview in spite of having only one single experience of nationality in a national school context. Therefore, international-mindedness should be an integral part of the school's climate, standards, curriculum, extra-curriculum, instruction, and assessment in order to prepare students for an interdependent world (Skelton, et al., 2002). Furthermore, students should be guided through building classroom cultures, along with the wider school community that fosters moral and inclusive intercultural relations (Cause, 2009).

The attitude towards international-mindedness can also be fostered through the curriculum, including learning and teaching practices which are enhanced with international and intercultural experiences (Bailey & Harwood, 2013). The curriculum can provide a balance between local and global perspectives for human dignity and diversity. The development of an international outlook on a problem studied as part of the curriculum requires students to develop the skill to look at an issue from multiple perspectives (Lineham, 2013). However, on its own, the curriculum may not even be sufficient to achieve an education toward international-mindedness. Therefore, it is the responsibility of the schools to raise students' awareness of global perspectives and develop an appreciation of other points of view if they will educate a new generation of global citizens (Hansen, 2011). In this way, students develop global consciousness and become understanding, caring, open-

minded and tolerant individuals as they learn to respect cultural perspectives and understand the interconnectedness of the world.

Lastly, there may be a need to assess the effectiveness of the implementation of international-mindedness. For example, self-reflective journal or portfolio can be included in assessment (Harwood & Bailey, 2012). However, the assessment of a curriculum that promotes international-mindedness may not be measured simply by means of an examination. In fact, too much focus on examination results alone can affect the teaching styles and cause schools to move from a constructivist or social-constructivist approach to a more behaviorist methodology (Lineham, 2013). This can have a negative effect on student learning and the ability of a curriculum to promote the aims of international education. Furthermore, the development of international-mindedness does not happen by focusing on instructing students on the ten attributes of the IB Learner Profile. There is a need for clearer instructions about how to assess, or even describe, the extent to which students appreciate and embrace the values promoted in the IB Learner Profile (Wells, 2011).

### **Review of research related to international-mindedness**

Upon reviewing the related literature, there are only a few empirical studies on the development and implementation of practicing international-mindedness. The research studies conducted so far focus more on the documentation, reflection on related constructs (Bailey and Harwood 2012, 2013; Castro, Lundgren, and Woodin 2013; Singh and Qi 2013; Sriprakash, Singh, and Qi, 2014).

The exploratory study by Castro, Lundgren, and Woodin (2013) based on IB document analysis and related literature review on the aspects of international-

international-mindedness aimed to conceptualize, document, reflect on and assess international-mindedness. The study focuses on multilingualism, intercultural understanding and global engagement and how the constructs related to international-mindedness are defined and theorized in the research field of international and intercultural education. In addition, it also investigates what skills and competences are being assessed and what models and instruments are being used for assessing the intercultural dimension in different educational settings.

Another research study was conducted by Sriprakash, Singh, and Qi (2014). It is a cross-cultural qualitative comparative study of international-mindedness. Through interviews with parents, teachers and students at each of the six schools, the study offers comparative insights about the concept of international-mindedness across cultures. The aim of the research was to provide a resource for the IB community of empirically based concepts and practices of international-mindedness that have emerged from the experiences and perspectives of students, parents and teachers in IB schools. As part of a multi-site approach, 196 parents, teachers, and students were interviewed in six IB schools in Australia, China and India. According to the findings, international-mindedness has varied implications. It was seen as a tool for global mobility, a form of western cultural capital and a strategy for academic advancement. IB schools are the places where the conceptualization and implementation of international-mindedness is facilitated through national historical, social and political contexts. The practices of international-mindedness varied across the six school contexts and were dependent on school cultures, level of commitment from teachers and leadership teams, and level of integration and promotion across school activities. Successful school practices of international-mindedness include

embodying international-mindedness into their long-term strategies, active leadership to drive the school planning and practice of international-mindedness, explicitly linking school events to ideas relating to international-mindedness, engaging the critical and creative capacity of students to plan and organize events for international-mindedness.

A more recent study by Hacking, et al., (2017) investigated the promising practices of the development and assessment of international-mindedness. This study revealed supporting findings on how schools can nurture IM through their standards, curriculum and commitment. This study examined how IB Schools conceptualize, implement and assess international-mindedness and understand related challenges. Researchers investigated promising practices in developing and assessing international-mindedness at two pilot schools and nine case study schools with different programs and contextual locations to gain various perspectives at each school. The interview data and focus group findings suggest that intentionality is the means of promising practice on IM since the case study schools were actively working to develop students' IM. Therefore, school communities were recommended to discuss, define, develop, assess and evaluate IM according to their particular contexts and profiles.

The research study by Singh and Qi (2013), which is the basis of the conceptual framework of international-mindedness for this study, provides an account of the conceptualization of international-mindedness and existing instruments for assessing it. It aims at the development of a conception of international-mindedness, an examination and synthesis of models based on contemporary theories, components,

issues and tools in the field and the identification of instruments for assessing it.

Alternative techniques and strategies of these methods, their validity and impacts in different educational contexts were also reviewed in the literature, but they found out that the assessment of international-mindedness is an under-researched area and the instruments used to assess international-mindedness are very limited. Singh and Qi were able to identify a variety instruments that have been used related to assessing IM, including the following:

- The Global-Mindedness Scale (GMS) measures levels of global mindedness in students studying in countries other than their home countries. The GMS identifies attitudes, beliefs, and behaviors related with global mindedness. It has five domains: responsibility, cultural pluralism, efficacy, global centrism, and interconnectedness (Hansen, 2010, p. 22-23, as cited by Singh and Qi, 2013).
- The Global Perspective Inventory (GPI) measures an individual's global perspective comprehensively (Merrill, Braskamp & Braskamp, p. 356, as cited by Singh and Qi, 2013). The instrument includes six scales—both development and acquisition scales within each of the three domains—Cognitive, Intrapersonal, and Interpersonal.
- The Global Competence Aptitude Assessment (GCAA) instrument measures knowledge, skills, and attitudes necessary to become globally competent. It assesses both Internal Readiness (personal traits and aptitude) and External Readiness (knowledge, skills and experiences) (Global Leadership Excellence, n.d., p. 2, as cited by Singh and Qi, 2013).
- The Global Citizenship Scale (GCS) measures social responsibility, global competence, global civic engagement, and their sub-dimensions. Based on

the validity tests, *global competence* and *global civic engagement* are strong dimensions of global citizenship. However, *social responsibility* proved to be an unclear dimension. Yet, the scale is theoretically grounded and empirically validated (Morais & Ogden, 2010, as cited by Singh & Qi, 2013).

- The Intercultural Development Inventory (IDI) measures orientations towards cultural differences, based on the Developmental Model of Intercultural Sensitivity (DMIS) by Bennett (1986). The DMIS consists of five stages on an intercultural development continuum. *Denial, Defense and Minimization* are the ethnocentric mindset and *Acceptance, Adaptation* are the intercultural mindsets.

Singh and Qi (2013) concluded that there is a need for a combination of instruments to account for multiple competencies inherent in international-mindedness and for the optimal measurement of international-mindedness. The current study combined with the Intercultural Development Inventory (IDI) with the Global Citizenship Scale (GCS). The IDI focuses more on intercultural competence; whereas, GCS focuses on global competence in terms of not only having intercultural communication competence, but at the same time how much we are engaged in global problems. Thus, the IDI and the GCS were used to analyze any improvements in students' levels of intercultural understanding and global engagement respectively.

## **CHAPTER 3: METHODOLOGY**

This chapter outlines the methodology that was used to answer the research questions. It begins by introducing the research design and the methods which were used in the study as well as the rationale behind why embedded mixed-methods multiple case study was conducted. Next, the context of the research, followed by sampling, instrumentation is explained. Then, it summarizes issues related to reliability, validity, generalizability. Finally, the data collection and analysis methods are discussed.

### **Research design**

The research was a multi-case study research which involved exploratory and explanatory phases for descriptive and inferential analysis. According to Cohen, Manion, and Morrison (2007), a case study is a single instance presenting a distinctive example of real people in real situations which enables understanding ideas in a clearer way. Merriam (1998) defines multiple-case studies as “collecting and analyzing data from several cases” and it can be differentiated from the single case study by having “subunits or subscales embedded within” (p.40). Case studies enable the researchers to contextualize and subsume many variables into a narrative that provides some insight or understanding of cause and effect (Cohen, Manion, & Morrison, 2007). Additionally, a case study offers “a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon” (Merriam, 1998, p.41). So, being a case study, this research shed light on the how international-mindedness was actually practiced, implemented, fostered and developed in different school contexts.



The research used mixed-methods for this multiple case study. The rationale for a mixed-methods approach is that neither quantitative nor qualitative methods are adequate on its own to explore the role of DP core components in fostering IM. As a concurrent embedded design, this study was primarily qualitative supplemented with additional quantitative data for the purposes of validation and triangulation.

The researcher was interested in learning if the DP core components lead to improved multilingualism, intercultural understanding and global engagement of students. The qualitative exploration of IM included interviews, focus groups, school culture and class observations and document review. Having qualitative data allowed the researcher to seek and analyze patterns and identify reasons related to the development of international-mindedness in different school contexts.

The quantitative exploration of the development of IM was comprised of a pre-test and post-test analysis conducted at case schools. The quantitative and qualitative data were analyzed separately and integrated during interpretation of the results (Creswell, 2011). The quantitative data of students' perceptions of intercultural understanding and global engagement were analyzed to identify any statistical significance related to the patterns found during the qualitative data analysis. In this way, the quantitative data provided complementary insights that served to confirm or disconfirm the qualitative findings.

An overview of the visual model of research design is shown in Figure 1 below.

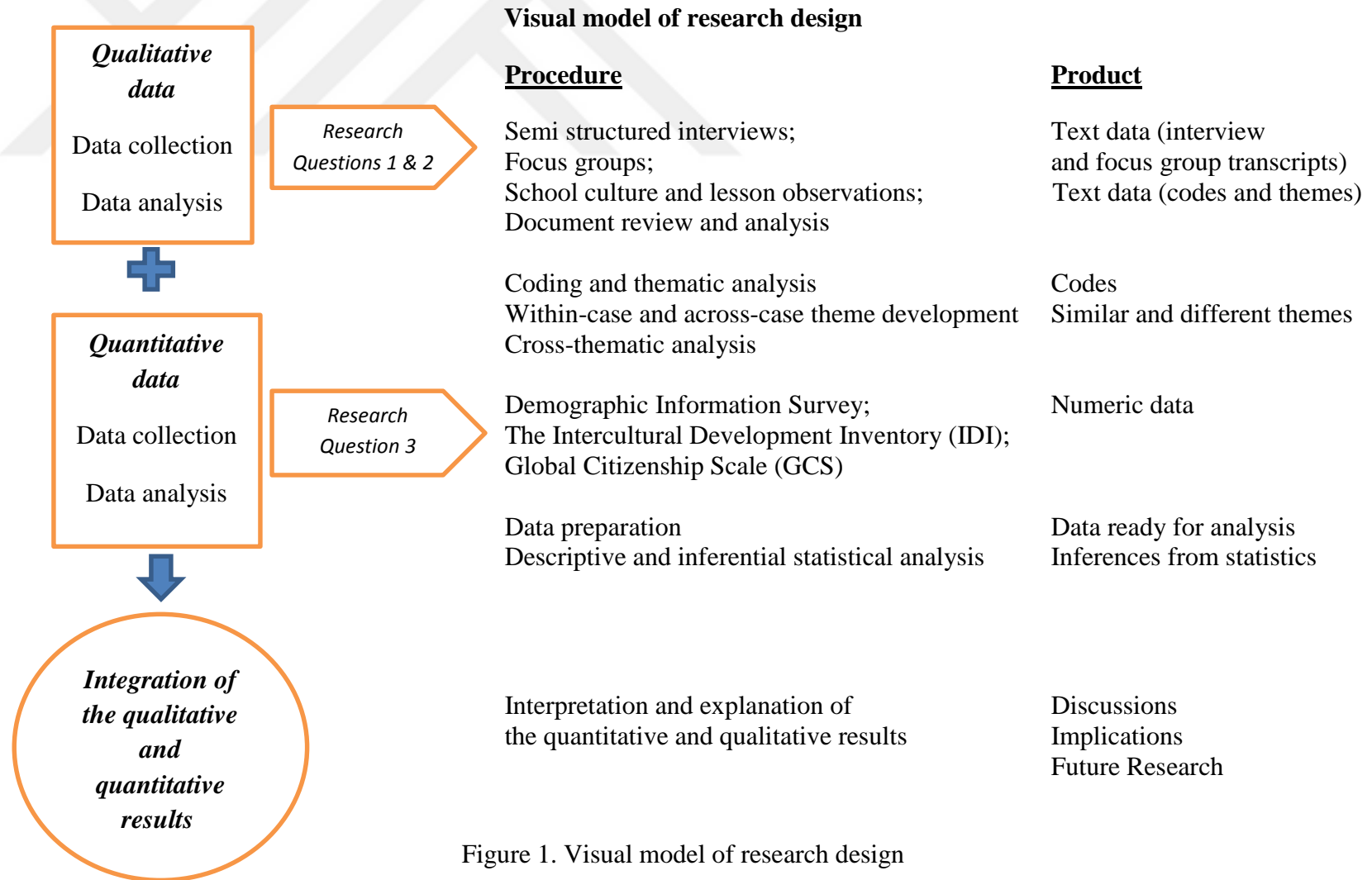


Figure 1. Visual model of research design

## **Context**

The cases centered mainly on two schools in Istanbul, Turkey that were selected because both are implementing the IB continuum (PYP, MYP and DP), had approximately 40 students at the Diploma Program (DP) grade level, and are located in a megacity where the crossing of many cultures is part of daily life. In Turkey, there were only four schools that implement the full IB continuum (as of January, 2016). The two participating schools were invited as case schools because they had the longest-running implementation of the continuum in Turkey, having been implementing PYP, MYP, and DP for over 10 years. This, combined with how these schools support multicultural awareness and social responsibility as evidenced in their mission and school culture, made them noteworthy. In addition to the main case study schools, one more school from Istanbul was invited to be involved in the research. This school, called Additional School for the purpose of this study, matched many of the characteristics of the main case study schools, especially the national school, except it was a non-continuum DP school. This school especially served to make comparisons about intercultural understanding and global engagement between the continuum schools and a non-continuum school.

### **Contextual information about the National School**

The participating national school (National School) was a co-educational private school authorized for PYP in 2005, MYP in 2002, and DP in 1995. The National School encompasses grades K-12 with the entire IB continuum: PYP, MYP, and DP. It became the first and only Turkish school authorized to implement all three IB programs, i.e., PYP, MYP and DP. At the National School, there were 102 grade 11 students (IB and non-IB) in total. Of 102 students, 46 students were enrolled in the

DP. Eighty percent of the grade 11 students had been through PYP and MYP.

Twenty percent of the grade 11 students studied at different elementary and middle schools and then started the high school.

Integrated into the national curriculum, MYP is implemented in Grades 6 to 10. The DP is implemented in the final two years of high school for students who opt for it. To be admitted to the DP, students are required to meet certain academic success criteria. This policy requires students to have a good level of English and also interest in studying the international curriculum program. The students in grades 11 and 12 have the option to choose the DP or only focus on their university entrance examination preparations by opting for non-IB track. The IB cohorts are typically comprised of about 40-50 students per year although the cohort size may vary from one year to another.

Language development is supported in several ways at this school. Students who are admitted to the high school are placed either in high school classes or in the prep class depending on their achievement level in the English language proficiency test. In addition to developing proficiency in English, the school provides instruction in a second foreign language – German, French, Italian, and Spanish. The school program is heavily focused on Mathematics and Science which are taught in English in the DP track. Turkish Language and Literature courses and Turkish culture courses are taught in Turkish.

The extracurricular program at the school covers a wide range of topics. It includes sports as well as arts courses offered during school hours, in which students have the

option to choose among art, ceramics and music based on their interests. With a wide range of student clubs, the National School aims at helping students to develop socially by engaging in at least one social activity per year. However, each year, students host as well as attend numerous local and international conferences. Among such events are MUN (Model United Nations), International Theory and Knowledge Conference, ISTA (International Schools Theatre Association), TÜBİTAK (The Scientific and Technological Research Council of Turkey) science fairs, and international mathematics competitions.

### **Contextual information about the International School**

The participating international school (International School) is a co-educational private school authorized for PYP in 1999, MYP and DP in 1996. International School encompasses grades K-12, and the IB was integrated in 1997, with the entire IB continuum: PYP, MYP, and DP. When students finish grade 12, they receive a U.S. diploma, and have the option to sit for DP external exams for achieving their IB certificate.

The students in grades 11 and 12 do the DP with about 75 to 90 percent who choose to complete the “full diploma” with the qualifying DP exams. Cohorts are typically comprised of about 40 students per year, though cohort size may vary from one year to another.

There were 45 students who were enrolled in the DP in the 2017-2018 academic year. The school expected this number to drop to about 35 after the first year. The school had about 20 grade 11 students who had been through PYP, MYP. There were

15 who joined the school before grade 7 (i.e., experienced some of the PYP at the school) and another five who joined at the beginning of the MYP years. Of the 45 students who were grade 11 students (IB and non IB students), 30 students had studied at different elementary or middle schools and then started the high school.

International School is inclusive in that students can stay in the program without having to maintain any particular grades. This makes it distinct from the exclusive DP schools (common among the national IB schools in Turkey), which are based on meritocracy with certain levels of academic standards that are required.

This school targets the children of diplomats and of international businesses in Istanbul, so it is required that students have a non-Turkish passport to attend the school. Due to the mobility of its target population, there is a 20% turnover of students each year, with the average stay of students being about 3 years. It was estimated that 80% of students (across grades) take part in at least one after-school activity each year.

In terms of extra-curricular activities, the school has athletic teams, theater, choir, and band, as well as Model United Nations (MUN). The sports teams often go to regional tournaments in eastern Europe, places such as Moscow, Warsaw, Prague, or Bucharest.

### **Contextual information about the Additional School**

The Additional School was a co-educational private school authorized for DP in 1994. The Additional School aims at providing a learning environment which places

importance on developing the knowledge and skills of students through interdisciplinary activities, projects and research tasks. The school included a population of 230 students in grade 11, 120 of whom were enrolled in the DP. The school expected the DP students' number to drop to about 90 after the first year. The students in grades 11 and 12 have the option to choose the DP or only focus on their university entrance examination preparations by opting for non-IB track. For the purpose of this study, 45 DP students in grade 11 were randomly chosen for participation in the study.

At all grade levels, Turkish as the mother tongue and English as the second language are taught. German or French is also offered as a second foreign language starting in the 6<sup>th</sup> grade in order to help students achieve proficiency in their second foreign language. The school has a prep program which aims to admit students, who come from a wide variety of language proficiency and geographical backgrounds, to a level of English necessary for the literature-based curriculum of grade 9.

Activities focus on art, community service, sports, science, human sciences and environmental awareness. All school teams are included in the extracurricular activities. All extracurricular activities, which help students acquire skills, and experiences relevant to their physical, emotional and social development, are initiated and run by students.

### **Maintaining ethical standards**

As this research involved participants under age 18, a plan of research in Turkish including the protocols intended to be used was submitted to the MoNE (Turkish

Ministry of National Education) by İhsan Dođramacı Bilkent University Graduate School of Education in early June 2016 for its approval. Formal permission from the MoNE was acquired on 20<sup>th</sup> July, 2016 to conduct the research. In addition, parental consents were collected for all students who participated in the focus groups (see Appendix A for English and Appendix B for Turkish version).

The anonymity of participants was maintained during the research process. The participant agreement form that was developed outlined the participants' consent to be a part of the study (see Appendix C for the student version; see Appendix D for the teacher version). Participants were asked to give their consent by signing this form before participating in this research.

### **Sampling**

This research used nonprobability purposeful sampling within the target group of DP students and their teachers at the two participating case study schools (National School and International School). Purposeful sampling is “based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 1998, p.61). Therefore, for this study, the purposeful sampling strategy was used to capture a wide range of perspectives relating to the implementation of the core components in DP. This diversity of perspectives allowed the identification of the common themes that are evident across the study population and to gain greater insights into the development of international-mindedness by looking at it from many angles.



For the qualitative aspects of the study, key representatives (stakeholders) of the school were invited to participate. These included school administrators (principal or head of school), DP coordinators, and teachers involved in TOK, CAS, and EE. These individuals were given criteria for the selection of student participants, which is explained in the data collection section.

All DP students in the National School and International case schools were invited to participate in the quantitative portion of the study. The advantage of collecting information from the entire population in each case school was that all members of the specified group helped the research gain greater scope and accuracy. For the Additional School, 45 students were randomly sampled to participate.

An overview of the three schools is shown in Table 1.

Table 1  
Information about the schools and sampling number

School	City	Year of Establishment	Year started of DP	DP Students	IB Programs
National School	Istanbul	1985	1995	46	PYP, MYP, DP
International School	Istanbul	1911	1997	45	PYP, MYP, DP
Additional School	Istanbul	1988	1994	120 (45 sampled)	DP

An overview of the characteristics of participants in interviews is shown in Table 2.

Table 2  
 Characteristics of participants in interviews in each school

School	Participants	Characteristics
National School	1 DP coordinator 1 Lead TOK teacher 1 CAS coordinator 1 EE Teacher (Experienced)	DP coordinator is also CAS coordinator. There is no EE coordinator.
International School	1 principal 1 DP coordinator 1 EE coordinator 1 TOK coordinator 2 CAS coordinators	DP coordinator is also EE coordinator.
Additional School	1 DP coordinator 1 EE coordinator 1 TOK coordinator 1 CAS coordinator	DP coordinator is also EE coordinator.

An overview of the characteristics of participants in focus groups are shown in Table 3.

Table 3  
 Characteristics of participants in focus groups in each school

School	Participants	Characteristics
National School	2 TOK teachers 3 CAS teachers 4 EE teachers	Subject Specialties: English, Biology, Math, History, Chemistry
	4 TOK students 4 CAS students 5 EE students	Grade 11 and 12 students
International School	4 TOK teachers 1 CAS teacher 4 EE teachers	Subject Specialties: English, Physics, Film Studies, PE, Geography, Librarians
	4 TOK students 5 CAS students 4 EE students	Grade 11 and 12 students
Additional School	N/A	N/A

An overview of the number of participants who took the IDI in the pre and post-tests is shown in Table 4.

Table 4

The number of participants who took the IDI pre/post-tests from each school

	Total Number of DP students	The number of students who completed the IDI pre-test	The number of students who completed the IDI post-test	The number of students who have completed both the pre and post-test of the IDI
National School	46	31	20	20
International School	45	36	29	29
Additional School	45	39	28	26

An overview of the number of participants who took the GCS in the pre and post-tests are shown in Table 5.

Table 5

The number of participants who took the GCS pre/post-tests from each school

	Total Number of DP students	The number of students who completed the GCS pre-test	The number of students who completed the GCS post-test	The number of students who have completed both the pre and post-test of the GCS
National School	46	33	26	24
International School	45	41	31	28
Additional School	45	44	31	20

## **Instrumentation**

The major data collection instruments used for this study were a demographic survey, a global engagement survey, an intercultural understanding survey, semi-structured interviews, focus groups, a content analysis of documents and class observations. Information about each qualitative and quantitative instrument is provided below.

### **Qualitative instruments**

The protocols for interviews and focus groups were developed in conjunction with Dr. Robin Ann Martin, a former assistant professor at Bilkent University's Graduate School of Education. There was a separate protocol for each of the four groups of stakeholders:

- School administrators/coordinators (see Appendix H).
- CAS/TOK/EE coordinator(s) (see Appendix I, Appendix J & Appendix K),
- DP teachers (see Appendix L, Appendix M & Appendix N), and
- DP students (see Appendix O, Appendix P & Appendix Q).

The interview and focus group protocols and questions were prepared in line with the stages of an interview investigation and the areas of investigation (Brinkmann & Kvale, 2015). Interview and focus group questions ranged from ten to twelve questions and explored the following topics as they related to IM:

- Perceived meanings and significance of IM and its pillars
- Curricular and extracurricular activities
- Procedures and policies
- Support for and challenges to IM for students and teachers

- Assessment and evaluation

Questions asked in both the interviews and focus groups were as follows:

- How would you define international-mindedness?
- How important do you think international-mindedness is at your school?
- What does multilingualism/intercultural understanding/global engagement mean to you? (one question for each) Does your school develop students' multilingualism/intercultural understanding/global engagement? If yes, how does it support students in terms of developing their multilingualism/intercultural understanding/global engagement in CAS, TOK, EE? Can you give any examples and evidence to illustrate your points?
- What other learning opportunities does your school provide to accomplish intercultural goals and address intercultural issues?
- How would you describe the impact of the IBDP core components (CAS, TOK, EE) in terms of the development of internationally-minded individuals?
- What are the current challenges of the implementation of international-mindedness in your school? How are you addressing the challenges?
- How would you describe the impact of IBDP on students in terms of developing internationally-minded individuals?

A semi-structured interviewing style was used so that new ideas and perspectives from each stakeholder were encouraged to emerge within the dynamics of the

interview (Brinkman and Kvale, 2015). The questions were designed to elicit open-ended responses around thematic discussions that were relevant to the research questions, the DP core component implementation, and the development of international-mindedness. As the interviews progressed, the differing stakeholder views on the implementation of DP core components for the development of international-mindedness were examined. Thirteen interviews (core components coordinators, teachers, and administrators) and twelve focus groups (students and teachers) were recorded with permission.

The qualitative data were also collected from the following different sources, which are all explained in detail below: classroom observations in Theory of Knowledge classes (see Appendix R for the lesson observation form), general school culture observations which was done with a school audit form (see Appendix S), document review (see Appendix T for document review list; see Appendix U for document analysis rubric; see Appendix V for the coding scheme/framework) at the case study schools (National School and International School).

A lesson observation protocol was used for class observation. The lesson observation notes were coded and analyzed in Nvivo. The lesson observations were specifically used to learn how international-mindedness was perceived and enacted in the relevant TOK classrooms. The researcher took notes about IM-related evidence of student learning (i.e., questions or new ideas that students initiate), IM related teaching pedagogy (i.e., initial questions and onward probing questions) as well as interaction patterns (i.e., teacher talk time, the proportion of students as active participants). Follow-up interviews with teachers after each class helped ensure

accurate interpretation of teachers' perspectives about what happened and why.

Following are examples of questions asked of the observed TOK teachers:

- (How) Did you plan to develop IM in the observed class?
- Were there any examples in the lesson that you felt were good internationally-minded teaching?
- What may have prevented students from sometimes going deeper into discussions about cultural differences or challenging their own assumptions?

School environment observations were also conducted using an unobtrusive ethnographic approach throughout one day in each school. These observations were coded and analysed in Nvivo.

The school audit form was adapted from Hacking, et al's., study (2017). It was used to observe the overall school environment including displays, other spaces (outdoors and corridors) to collect information on school ethos, aims, communication, diversity. Evidence was recorded about artefacts that showed each school's lived ethos, aims, communications, diversity, and viewpoints in terms of their global or local perspectives.

Lastly, the study included a document review. The document review process provided a systematic procedure for identifying, analyzing and deriving independently verifiable data and information from a variety of existing hard copy or electronic documents. Bowen (2009) sums up the overall concept of document analysis as a process of "evaluating documents in such a way that empirical

knowledge is produced and understanding is developed” (p. 33). He explains that documents can act as triangulation and provide background information for contextualizing one’s research within its subject.

### **Quantitative instruments**

The research used demographic information surveys for students (see Appendix E) and for teachers (see Appendix F). For collecting demographic data, the general demographic survey was derived from two exploratory surveys developed by Özakman (2017) and Yazgan (2017), used with permission (see Appendix G). The survey included both student and teacher forms. The questions related to the participants’ ethnic backgrounds, experiences in other cultures (i.e., traveling abroad), long term career plans and language abilities were adapted.

As explained in Chapter 2, Singh and Qi (2013) identified a variety instruments that have been used related to assessing IM, including *The Intercultural Development Inventory (IDI)* and *The Global Citizenship Scale* which were chosen as the main quantitative instruments of this study. Singh and Qi suggested that for the optimal measurement of international-mindedness, a combination of instruments should be used to account for multiple competencies inherent in international-mindedness. Thus, the current study combined the Intercultural Development Inventory (IDI) with the Global Citizenship Scale (GCS) to analyze any improvements in students’ levels of intercultural understanding (IDI) and global engagement (GCS). These surveys are complementary because they focus on two important pillars (intercultural understanding and global engagement) of IM separately. The IDI focuses more on intercultural understanding; whereas, the GCS focuses on global competence in



terms of not only having intercultural communication competence, but at the same time how much we are engaged in global problems.

The Global Citizenship Scale (see Appendix W for the adapted GCS; see Appendix X for reverse coded items in GCS; see Appendix Y for the original GCS) was developed by Morais and Ogden in 2010. It is a theoretically grounded and empirically validated scale to measure global citizenship encompassing social responsibility, global competence, and global civic engagement and their sub-dimensions. Permission was given from the authors by an email correspondence to use this scale (see Appendix Z).

The authors of the scale followed an eight-step scale development process, including focusing measurement, item pool generation, format for measurement, expert review of item pool, development administration, exploratory scale testing and development, confirmatory scale testing and refinement, and scale validation through group interviews and a final administration (Morais & Ogden, 2010). The GCS was calculated using the 10 factor model put forth by Morais and Ogden (2010), which included six first-order factors (self-awareness, intercultural communication, global knowledge, involvement in civic organizations, political voice, global civic activism), three second-order factors (social responsibility, global competence, global civic engagement), and one higher-order factor (global citizenship). The testing of the GCS shows that global competence and global civic engagement are both strong dimensions of global citizenship (Morais & Ogden, 2010).

The GCS assesses the three-dimensional construct of global citizenship and consists of 33 items (i.e., I respect and am concerned with the rights of all people in the

world; I know how to develop a plan to help ease a global environmental or social problem; In the future, I plan to get involved with a global humanitarian organization or project) assessing social responsibility, global competence, and global civic engagement. According to Morais and Ogden (2010), *social responsibility* is an awareness of interdependence and social concern for the community, environment and other people. Students who demonstrate the skills of using this dimension of global citizenship can criticize social issues, become aware of unfairness and injustice around them, take responsibilities for their own actions, and care about the needs of the societies all around the world. *Global competence*, which is a second-order factor on the GCS, involves self-awareness for one's own cultural, ethnic, religious and national background and engagement with other people in terms of appreciating their cultural practices and showing empathy and understanding. Additionally, a globally competent person shows an interest and awareness about global issues and has the necessary skills to interact with people from different backgrounds. Another second-order factor, *global civic engagement*, includes an interest and commitment to volunteering to contribute to one's local and global community for any local or global issues and developing a "political voice by synthesizing their global knowledge and experiences in the public domain" (Morais & Ogden, 2010, p. 448). Information on the meaning of the GCS scales and subscales (Morais & Ogden, 2010) is presented below:

*Global citizenship*: a multidimensional concept that requires the presence of social responsibility, global competence, and global civic engagement.

- 1) *Social responsibility*: Social concern to community and environment
- 2) *Global competence*: Having an open mind while keenly looking for understanding others' cultural norms and expectations and using this

knowledge to cooperate, interconnect, and work effectively outside one's environment

- a) *Self-awareness*: Recognizing own limits and engaging successfully in an intercultural platform.
  - b) *Intercultural communication*: Demonstrating a range of intercultural communication skills and engaging successfully in intercultural encounters.
  - c) *Global knowledge*: Showing interest and knowledge about world issues concerns.
- 3) *Global civic engagement*: Recognizing local/national to global/international issues and taking actions through volunteerism, political activism, and community participation
- a) *Involvement in civic organizations*: Engaging in or contributing to volunteer work in global civic organizations.
  - b) *Political voice*: Having a political opinion by synthesizing global knowledge and experiences in the public field
  - c) *Global civic activism*: Engaging in persistent local actions that contribute to the resolutions of the global problems.

The GCS was not validated for 16-17 year old students in Turkey. Even though this research did not involve a study abroad program, the use of GCS with the DP students was justified because DP is itself an international program. Compared to the post-secondary North American population that consisted of participants from 18 to 20 in the validation study of the GCS, the age group for the DP is from 16 to 19, so there is only a developmental difference in terms of students' ages. However, when one considered the DP students' cognitive and intellectual development, they are not

very different from the post-secondary students aged 18 to 20. Furthermore, the DP is recognized and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students. Besides, students in Turkey often make their career choices at the age of 16-17 years old, so the population is not very much different in terms of their occupation plans, orientations and choices. Moreover, all the DP students in each participating school were fluent English speakers. Thus, students showed similarities in terms of linguistic abilities with the post-secondary student population in study abroad programs for the GCS. Some of the students in the international case study school were already native speakers of English. Also, students in the international case study school were actually non-Turkish citizens, so they were studying abroad because of their families' jobs in Istanbul. Therefore, international case study school was very similar to study abroad program population.

The Intercultural Development Inventory (IDI) (see Appendix AA) was developed by Hammer and Bennett in 1998. It is conceptualized from Bennett's Developmental Model of Intercultural Sensitivity (1986). It measures the level of intercultural competence or sensitivity across a developmental continuum for individuals. The 50 item IDI (i.e., Our culture's way of life should be a model for the rest of the world; People from our culture are less tolerant compared to people from other cultures; When I come in contact with people from a different culture, I find I change my behavior to adapt to theirs) with selected demographic questions was developed based on a cross-cultural sample of 591 culturally diverse respondents (Hammer, et al., 2003).

The IDI uses the five stages of development to assess individuals' intercultural understanding in perceived and developmental orientations: denial, polarization, minimization, acceptance and adaptation (Bennett, 2004). As a theoretically-grounded measure, the IDI has been shown to be statistically reliable (Paige, et al., 2003). The instrument has strong content and construct validity across a variety of group cultures (Paige, et al., 2003). Information on the perceived and developmental orientations as well as dimensions of the IDI continuum (Hammer, 2017) is presented below:

A group's *Perceived Orientation* (PO) reflects where the group as a whole places itself along the intercultural development continuum. The Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation. The *Developmental Orientation* (DO) indicates the group's primary orientation toward cultural differences and commonalities along the continuum as assessed by the IDI. The DO is the perspective the group is most likely to use in those situations where cultural differences and commonalities need to be bridged. The Developmental Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation as described below:

1. *Denial*: An orientation that likely recognizes more observable cultural differences (e.g., food) but, may not notice deeper cultural differences (e.g., conflict resolution styles), and may avoid or withdraw from cultural differences.
2. *Polarization*: A judgmental orientation that views cultural differences in terms of "us" and "them." This can take the form of:

- a) *Defense*: An uncritical view toward one's own cultural values and practices and an overly critical view toward other cultural values and practices.
- b) *Reversal*: An overly critical orientation toward one's own cultural values and practices and an uncritical view toward other cultural values and practices.
3. *Minimization*: An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.
4. *Acceptance*: An orientation that recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures.
5. *Adaptation*: An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.

Attendance at an IDI Qualifying Seminar and consent to a licensing agreement was required to use the IDI Assessment. This training was successfully completed to be a "Qualified Administrator" in Minneapolis, USA, in June, 2016. As a proprietary instrument, the IDI company charges for the use of survey for each person. The professional IDI company generates profiles of an individual's and a group's intercultural competence as well as a customized Intercultural Development Plan.

### **Reliability, validity and generalizability**

Human behavior is unpredictable and dynamic and cannot be theorized easily; therefore, rather than label and define, the researcher followed the guidance provided by Merriam (1998) and sought to "describe and explain the world as those in the world experience it" (p.205). Thus, for this study, reliability was enhanced by the researcher explaining the assumptions and theoretical underpinnings, by triangulating

the data, and by describing in detail how the study was conducted, doing reliability of coefficient for the scale (GCS) and explaining how the findings were derived from the data.

Furthermore, the researcher made use of some of the basic strategies Merriam (1998) suggests to ensure internal validity or the “the extent to which research findings are congruent with reality” (p.218). These are triangulation (using multiple investigators, multiple sources of data and multiple methods to confirm the emerging findings), long-term observation, participatory modes of research, as well as dealing with researcher’s biases. All these strategies were used to help ensure the trustworthiness of the interpretation of the data and the presentation of findings.

The study used external validity, as advised by Merriam (1998), to help “determine the extent to which the findings can be generalized to other situations” (p.218). In quantitative studies, populations can be sampled and statistics conducted to indicate representativeness of a larger population and thereby generalizability. With case studies, however, generalizability is difficult to imply since the researchers are focused on finding more about a specific instance in depth, rather than trying to make claims about what is generally true for all instances. Instead, the current study explored and compared how international-mindedness was developed in different settings and provided enough explanations to help the reader and other researchers relate or generalize the findings to their own case. Furthermore, the researcher gathered data over a period of time to increase the validity, worked with Dr. Martin as an external reviewer for coding and school profile reports, involved participants in all stages of research and clarified his assumptions.

As part of reliability check, the researcher checked the reliabilities of the Perceived Orientation and Developmental Orientation scores in the Intercultural Development Inventory (IDI) and found that both are well documented (.82/.83) in previous research with large cross-cultural samples (Hammer, 2011). The researcher also performed the reliability of coefficients of subscales of Global Citizenship Scale (GCS), as indicated in Table 6.

Table 6  
Reliability coefficients of subscales of Global Citizenship Scale (GCS)

Section	Subscales	Items	Cronbach's Alpha	
Social responsibility	global justice and disparities	1.1*,1.2*,1.3*, 1.4*,1.5*,1.6	.592	.670
	altruism and empathy	2.1,2.2*,2.3	.158	
	global interconnectedness and personal responsibility	3.1,3.2,3.3*,3.4	.216	
Global competence	self-awareness	1.1,1.2,1.3,1.4	.689	.883
	intercultural communication	2.1,2.2,2.3, 2.4,2.5,2.6	.568	
	global knowledge	3.1,3.2,3.3	.599	
Global civic engagement	involvement in civic organizations	1.1,1.2,1.3,1.4, 1.5,1.6,1.7,1.8	.860	.882
	political voice	2.1,2.2,2.3,2.4, 2.5,2.6	.748	
	global civic activism	3.1,3.2,3.3	.604	

\*Reverse coded

As part of reliability and validity check, the researcher also piloted the study in a school in eastern Turkey, where the researcher had worked as the TOK teacher and high school principal for ten years beginning in 2008. Due to possible researcher bias, the researcher did not choose the pilot school as a main case study school. However, as a pilot school, it was convenient in terms of time, resources and budget for testing the data collection tools. The results of the pilot study were used to inform



the effectiveness of the overall research design and to improve data collection methods for the research. Based on the feedback received from the participants and the re-evaluation of the data collection methods, the researcher allocated more time for administering the demographic survey, GCS, and IDI, improved the clarity of interview and focus group questions, and added questions to better align with the GCS and IDI. The researcher also worked with a Turkish colleague who had a level of upper-intermediate to simplify the language of the GCS, especially for non-native speakers of English. This colleague gave blunt and honest feedback about any words or phrases that needed to be further simplified.

### **Data collection**

The qualitative and quantitative data were collected according to the following data collection plan indicated in Table 7.

Table 7  
Data collection plan for the school visits

School Visit #1: October 2016 (2 days per each participating schools)	School Visit #2: December 2016 (2 days per main case study schools)	School Visit #3: April 2017 (2 days per main case study schools)	Online Survey Administration December 2017 (conducted at each case school)
<u>Day 1</u> Interviews (Coordinators)	<u>Day 1</u> Focus Groups (Grade 11 & 12 DP Students)	<u>Day 1</u> TOK Lesson Observations & School Culture	Electronic administration of post-tests of IDI & GCS at all participating schools
<u>Day 2</u> Pre-tests for IDI & GCS	<u>Day 2</u> Focus Groups (Core Component Teachers)	<u>Day 2</u> Observations Document Review and Analysis	

The first visit included interviews with the DP coordinators, administrators, core component (CAS, TOK, EE) coordinators at all participating schools. The second

visit included focus groups with the core component teachers and students at the main case study schools, National School and International School. The researcher attended briefing sessions with the former supervisor after each visit and provided feedback and reflection on how the data collection was done. Due to the time constraints faced in the individual interviews in the first visit, the researcher chose and prioritized the core and IM related questions in the focus group interviews in the second visit. The third visit included document review (mission, vision, core components portfolios, school magazines, policies, and etc.) and lesson observations (TOK classes) at the main case study schools, National School and International School. After completing the third visit, the researcher planned to administer the post-tests of IDI and GCS in the fourth visit. However, given the logistics faced (i.e., schools' unavailability to schedule my visit on the requested dates, schools' busy schedules for the mock IB exams, etc.), the researcher changed the plan to visit the schools to administer the post-tests of the IDI and GCS. Instead, the post-tests were conducted online for all participating schools.

### **Data collection at the school visits**

The researcher visited the National and International School three times (Additional School - two times) during students' grade 11 year and grade 12 year to gain insights into the school culture, to conduct semi-structured interviews and focus groups, to administer the pre-tests of IDI and GCS to observe TOK lessons, and to complete the document review and analysis. The researcher administered the post-tests of IDI and GCS online at all participating schools.

### *School visit # 1*

Data collection during the initial school visits was done during a two-day school visit to each participating school. On the first day of the school visit, the semi-structured interviews with the core components coordinators (CAS, TOK, EE) and school administrator (only at the International School) were conducted separately at different times of the day in a meeting room. Each interview took about 45 min to an hour to complete, which resulted in three to four hours of interviewing during the day.

On the second day of the first visit, the pre-tests for IDI and GCS as well as the demographic information survey were conducted for all the participating schools. The survey and scales were completed by all participants in the same place and within the given time frame to help ensure a higher response rate. The administration of surveys was done in either computer lab or classrooms to manage time efficiently in terms of the data analysis. The IDI was available in an online format, and online Google Forms were used for the demographic survey and GCS. Participants completed the 10-15 minute demographic survey and the IDI for 30 minutes and GCS for 30 minutes both for the pre-tests. All surveys took approximately an hour and fifteen minutes to complete.

### *School visit # 2*

Students were selected for focus groups by asking the DP coordinator to consult with the DP core component teachers to recommend five or six students from grade 11 and grade 12 at the main case study schools (National School and International School). Teachers were asked to choose these students whom the teachers feel

represent low, medium, and high levels of international-mindedness in each school. As possible, the three lists of student focus groups were expected to ensure that students across focus groups represent a blend of: (1) male/female students, (2) students from different social backgrounds that represent all the ethnic groups in the school.

For the qualitative data in the second school visit, individual interviews and focus groups were scheduled in advance in a manner most convenient to the school's schedule. On the first day of the school visit, focus groups with the students (CAS, TOK, EE groups) and on the second day of the school visit, the core component teachers (CAS, TOK, EE groups) were conducted separately at different times of the day in a meeting room. Each focus group meeting took about 45 minutes to an hour to complete, which made around three to four hours of interviewing in total during the day.

### *School visit # 3*

The data collection in the third school visit was done during the two-day school visits to the main case study schools (National School and International School). The qualitative data were also collected from the following different sources: classroom observations in Theory of Knowledge classes and the analysis of documents at the main case study schools. Two days were allocated for the TOK lesson observations and document analysis for CAS portfolios and Extended Essays, school policies and procedures, school magazines, IB action plans, IB five-year reviews, school mission statement were also reviewed with the help of the document review rubric. The TOK lesson observations were done according to the schedule of the TOK teacher(s) being

observed on these two days, followed by debriefing with the teacher as possible. Also, the researcher made general school observations and noted his observations in the school audit form.

#### *Electronic administration of the post-tests of IDI and GCS*

The post-tests of IDI and GCS were conducted online for all participating schools. In order to have a high response rate, the researcher sent out one page summary of the process of doing the surveys to the DP coordinator all in one place with all students. Both the International School and Additional School DP coordinators preferred to conduct it as suggested; however, due to the logistical difficulty at the National School, participants did the IDI and GCS online on the suggested time and day outside of school time. As in the pre-test stage, all participants were recommended to do the IDI for 30 minutes and GCS for 30 minutes for the post-test.

### **Data analysis**

In this multiple case study, following Merriam (1998) were two stages of analysis: “the within-case analysis and the cross-case analysis” (p.194). For the within-case analysis, each case is first treated as a comprehensive case. Data are gathered so that the researcher can learn about the contextual variables. Then, once the analysis of each case is completed, cross-case analysis is conducted. “A qualitative, inductive, multiple case study seeks to build abstractions across cases” (p.195).

### **Qualitative analysis**

Interviews and focus groups were transcribed in preparation for content analysis. In addition to these interviews, the school culture and lesson observational data were

also integrated into Nvivo project for content analysis. Key words were coded and patterns that emerged across the schools were noted. The qualitative multi-case study data were analyzed using a thematic content analysis in which the researcher looked for common themes and differences across stakeholders (Braun and Clarke, 2006). Nvivo11 Pro was used to code and analyze the data. It was used to organize, re-code, and re-analyze data as emerging thematic codes are developed. The analysis was conducted one school at a time using a constant comparative technique across stakeholders.

The protocols for interviews and focus groups were designed with the data analysis and areas of investigation in mind, using these categories

- Perceived meanings of IM
- Aims and objectives of DP core components
- Aspects of international-mindedness and the IB mission
- Support for students relating to IM
- Evaluation that may relate to IM
- Perceived impact of DP on IM
- Support for teachers on the development of IM

Within these above-mentioned sub-topics, themes across schools and stakeholders were examined. In order to use the qualitative database software Nvivo 11 Pro more effectively, the researcher completed an online training successfully in September 2016. The researcher worked with the peer code reviewer, Dr. Martin, to cross-code the transcripts and to come to agreement on codes and sub-codes for the above themes. Consensus was reached by carefully reviewing the merged projects to

identify any conceptual disagreements and looking for common themes and points of difference. The data analysis was linked conceptually with the quantitative measures, IDI and GCS (see Appendix AB).

After the initial analysis of the codes, the researcher worked with his former supervisor Dr. Martin to prepare customized school profiles (see Appendix AC for the template) for both schools. The profile reports including the key findings were sent to schools for member checking. After participant checks were complete, the profiles were used to compose the qualitative analysis.

Documents such as extended essays, CAS portfolios, school magazines, five year DP review, and school mission and vision statements were collected and reviewed for analysis through color coding method for attaining written information and evidence on students' development of international-mindedness. The color coded written information was integrated into the qualitative interpretations for further evidences related to the pillars of international-mindedness.

### **Quantitative analysis**

Quantitative data instruments were entered into the statistical software program (SPSS) for statistical analysis. These data were analyzed using descriptive and inferential statistical techniques (paired sample *t*-test and one way ANOVA with repeated measures). Analysis of the subscales for all items in each instrument was conducted to confirm reliability coefficients. Then, the preliminary findings developed based on results from qualitative data were tested with paired sample *t*-test for same subjects in the pre/post design.

## Summary

Chapter three described the methodology of the study focusing on research design, context, sampling, instrumentation, issues related to reliability, validity and generalizability, and finally data collection and data analysis methods. Next chapter will provide the results of the study focusing on school characteristics, general perceptions about the support for and challenges to international-mindedness, qualitative findings related to support for and challenges to fostering the pillars of international-mindedness in the DP core components (CAS, TOK, EE), and quantitative findings related to the improvements the pillars of international-mindedness (intercultural understanding and global engagement).



## **CHAPTER 4: RESULTS**

### **Introduction**

Chapter four, which provides the results of the study, consists of five parts: a) introduction, b) demographic survey results, c) general perceptions about the forms of support for and challenges to international-mindedness, d) qualitative findings related to forms of support for and challenges to fostering the pillars of IM in the DP core components (CAS, TOK, EE), and e) quantitative findings related to the improvements in the pillars of IM (intercultural understanding and global engagement).

### **Demographic information survey results**

This section summarizes students' IM related characteristics from the demographic information survey in terms of ethnic backgrounds, native tongues and foreign languages spoken, travel and study experiences abroad as well as career plans.

#### **IM related student characteristics at the National School**

The entire DP cohort from the National School was surveyed with a demographic survey to collect information about the demographics as well as their IM related characteristics in the first data collection visit. From the National School, 33 DP students from Grade 11 took this online demographic survey and the following IM-related characteristics (i.e., ethnic backgrounds, languages they speak and travel/study experiences abroad) were found:

- 97% of the students listed themselves Turkish (one student was Hispanic).

- 100% of the students (n=32) could speak Turkish as a native tongue and English at an advanced level. All the students (n=33) listed at least one foreign language that they spoke at a beginner or intermediate level. These frequently listed languages were French, German, and Spanish.
- 16 students (48%) completed at least three years of education as IB students. 12 students (36%) completed at least ten years of education as IB students.
- 30% of the students had a study abroad experience, mainly during summer school, in the UK, Canada and the USA.
- 58% of the students travelled abroad at least five times with family or part of a school or sport trip.
- For their future university majors, 46% of the students would like to study social sciences or business administration and 30% would like to study medicine, engineering, sciences. The rest would like to study law, fashion design, and arts, along with some who were still undecided.
- 54% of the students would like to study and work in places around the world, while 30% of students would like to study in their home country but work in international business or field.

### **IM related student characteristics at the International School**

The entire DP cohort from the International School was surveyed with a demographic survey to collect information about the demographics as well as their IM related characteristics in the first data collection visit. From the International School, 41 DP students from Grade 11 took this online demographic survey and the

following IM-related characteristics (i.e., ethnic backgrounds, languages they speak and travel or study experiences abroad) were found:

- 62 % of students classified their ethnic background as Caucasian, white, 17 % as Asian, the remainder as Hispanic, Middle-eastern, Arab, Indian, or North African.
- 44% of students (n=18) spoke only English as their native tongue, another 44% spoke English and 1 to 3 other languages as their native tongue (such as Turkish, Danish, French, Spanish, Russian, or Azeri), and the remaining 12% had only Turkish or Italian as their native language.
- Almost all students (n=41) listed at least one other language at a beginning or intermediate level. Languages most frequently listed: Spanish, French, Turkish. And less frequent were: Russian, Arabic, Portuguese, Chinese, Japanese, and Korean.
- 25 students (61%) had completed at least three years of education as IB students.
- 73% of students reported that they had studied abroad previously. Experiences ranged from one or two countries such as America or Dubai to as many as four or five distinct countries from different parts of the world.
- 83% stated they had taken “many trips” outside of their native country, 9% only “a few times,” 4% had only been once or twice abroad, and one never. Most travels were described as short trips with family or school or sports events, 34 % had traveled for a month or more with their families. More notably, 56% had traveled at least a few weeks independently, and 12 % indicated they had traveled for at least a month on their own.

- 30 students listed twelve distinct subject areas as possible college majors from arts/drama to business administration, with no clear subject taking dominance. Also not a single student listed foreign languages as a possible major, and 17% were undecided.
- When asked about long-term career goals, 56% indicated they wanted to “study and work in places around the world,” 22% wanted to work in their home countries, and the remaining was undecided.

### **IM related student characteristics at the Additional School**

The randomly selected DP cohort from the Additional School was surveyed with a demographic survey to collect information about the demographics as well as their IM related characteristics in the first data collection visit. From the Additional School, 44 DP students from Grade 11 took this online demographic survey and the following IM-related characteristics (i.e., ethnic backgrounds, languages they speak and travel or study experiences abroad) were found:

- 95% of students were Turkish (the rest were also Turkish-Russian/Turkish-Turkmen)
- All students spoke Turkish as a native tongue and English at an advanced level. 12% (n=7) of the students also spoke Kurdish, French and Russian at an advanced level. Almost all of the students (n=43) listed at least one foreign language that they spoke at a beginner or intermediate level. These frequently listed languages were French, German, Spanish and Korean.
- None of the students (n=44) completed any PYP/MYP IB education before.
- 16% of students studied abroad mainly for summer schools in the UK and the USA in their educational life.

- 93% of the students travelled abroad at least five times with family or part of a school or sport trip.
- For their future university majors, 55% of students would like to study social sciences or business administration and 25% would like to study medicine, engineering, sciences, math and the rest would like to study law, fashion design, and arts, along with some who were undecided.
- 57% of students would like to study and work in places around the world. 14% of students would like to study in their home country, but work in international business or field and the rest would like to work in home country in a specialty area, not necessarily international work.

### **Qualitative findings: general perceptions about the forms of support for and challenges to international-mindedness**

This section summarizes general perceptions about the forms of support for and challenges to international-mindedness at different school contexts. The data were derived from the qualitative interviews, focus group, lesson observation forms, and school audit forms, all of which were thematically analyzed through coding.

The forms of support for and challenges to international-mindedness were described in both the narrative form and each section concludes with a summative chart. First, examples that were common among the case study schools were listed in the left column. Then, if any of the schools had any unique aspects that were different than the other two participating schools, they were listed in the right column.

## Forms of support for international-mindedness

The qualitative findings begin with a discussion of similarly or differently school support for international-mindedness through school culture (i.e., school environment, pedagogical strategies and policies and professional development). The qualitative data of interviews, focus groups, school tour notes, lesson observations and document review were analyzed to present these forms of support for international-mindedness.

### *School environment*

The key themes related to school environment support are summarized in Table 8.

Table 8  
Key themes on school environment support

<i>School environment</i>		
Common examples of support	Case study schools	Unique examples of support
1) School mission	National School	N/A
2) Diversity		
3) Extracurricular activities and international events	International School	N/A
4) Displays about student products	Additional School	N/A

*Common examples of support on school environment.* Schools had four features of the school environment that gave strong support for fostering international-mindedness: 1) school mission, 2) diversity, 3) extracurricular activities, 4) displays about student products.

First of all, a global perspective was embedded in the mission statements of each school. For instance, the National School aimed at raising “multilingual, innovative and life-long learning citizens with high ethical and academic standards, who are equipped with social, international and multicultural awareness.” Evidence of school values were also displayed on the school website. One value was “social awareness” which focused on objectives such as to “become good citizens, know and attend to the values of one’s own identity and community, develop values of honesty, brotherhood, solidarity and sharing, acquire and develop the value of community service, consider highly the significance of mental and physical health, and promote sensitivity to environmental issues.” It also had values on “multicultural and international awareness” which focused on objectives such as to “use one’s mother tongue and English at the best possible proficiency, improve the use of foreign languages at the best possible communicative level, become a tolerant global citizen without losing one’s own identity and heritage.”

At the International School, the school mission statement and the IB mission were both visible at the school’s entrance, along with student displays about the IB Learner Profile in action. The school mission described a challenging curricula and strong student and staff relationships for providing a caring environment “that inspires” students with respect to the explicit values of being “inquisitive, creative, compassionate, balanced, and internationally-minded.”

The Additional School was “a Turkish school with a global perspective.” It aimed to offer student-centered educational K-12 curriculum program which sought to provide a learning environment to “become confident, ethical leaders and responsible citizens

of Turkey and of the world community.” Especially, the objectives of this educational program (i.e., to encounter and reflect on cultural and cognitive perspectives; to develop awareness of global issues and their implications for Turkey; to engage in peaceful conflict resolution) reflected the significance attached on the development of international-mindedness.

Secondly, it was noted that students needed to be “exposed” to diverse school environments to support and foster the development of IM. Both students and teachers at the National School claimed that with regard to how IM can be achieved with the necessary school environment. Two students supported the idea of necessary environment that the school creates for students to become internationally-minded individuals with the help of multiple perspective thinking. As the TOK teacher explained, “international-mindedness is sometimes too hard to just read and learn about it. You have to be exposed to it.” Overall, it was claimed by some participants that although the school was “not an international school,” diversity was also important for the National School because a CAS student explained that “difference makes us special.” Therefore, since school had a more homogenous profile of participants, diversity was actively sought and valued. For instance, one of the EE supervisors pointed out that when students needed first-hand experiences about someone’s culture, they could access it with the help of the international faculty (mostly from English speaking countries) at school and also get to know about their cultural practices.

Similarly, diversity was the topic most repeatedly mentioned as how IM was especially supported in the International School. Related to the aspect of living in a



multinational environment, one teacher added, “We have this international community around us [with a population with that is very multinational], I really think that being internationally-minded and...accepting enough culture and everything comes from your surroundings.” Similarly, one of the students claimed that IM “it’s something aside from the things we do in school. It’s something we develop through our surroundings and our friends and who’s around us.” Given the diversity of cultures in the International School, the school principal indicated that it was important for students to be aware of the diversity and “getting the chance to interact with people from different cultures but we are not ramming it down their throat every minute because then they resent it.”

Diversity was also sought at the Additional School because teachers who speak different languages were needed since they could “transfer awareness, understanding and perspective” to the students as they interacted and shared personal perspectives. Diversity was valued at the Additional School, too. There was a multicultural group of teachers coming from a wide range of countries. At the time of the research, there were 67 international teachers at school, coming from countries such as the USA, Australia, Denmark, France, Netherlands, the UK, Spain, Italy, Canada, Colombia, Mexico, Romania, New Zealand, Greece, Venezuela and Philippines. However, the school had mostly Turkish students who were mono-cultural, yet they came from different cities around Turkey. For instance, the boarding students were from western, northern, southern, eastern cities from Turkey. It was emphasized that school needed to find ways to foster IM through diverse staff. One of the coordinators exemplified how to benefit from teachers coming from a range of countries. He stated that “diversity is enormously important for the school and for

Turkish teachers because teachers have weekly meetings and especially Turkish staff can see how foreign teachers approach questions, topics, assessment.” Yet, how this interaction between international and Turkish teachers helped them become more IM was elusive. It was also pointed out that “the students who have foreign teachers ... are learning international way of thinking by default.” However, how teachers’ development of IM could contribute to the students’ development of IM was another unclear point.

Thirdly, extracurricular activities also reflected how international events were embedded into the school environment. For instance, teachers and students at the National School were very positive about their IM related extracurricular activities. They mentioned that attending conferences with other IB schools, such as the international Theory of Knowledge and Model United Nations conferences, European Youth Parliament and Global Issues Network clubs, and cultural trips organized abroad, enabled students to develop their intercultural understanding. For example, it was also claimed that TOK conferences enabled students to meet people from different cultures and explore different points of views on cultural and global issues specifically related with knowledge, which in turn helped them have self-awareness of their own limitations and develop abilities to engage successfully in intercultural encounters. At the International School, International Day was discussed by at least four participants as a schoolwide whole school activity of how IM was supported. While admitting that games could be a bit superficial, one CAS coordinator explained how a game was used to playfully consider ways for taking care of the environment, which created “a little bit more of a caring community, and understanding, and we know each other and we see each other in a different light...as

human beings, and not just teacher, students.” Similarly, at the Additional School, student-led Model United Nations or European Youth Parliament activities helped students develop their collaboration, organization and communication skills.

Lastly, in the school tour with the National and International Schools, it was noted that there was a wide range of student products which were depicting how IM was embedded in the school environment. For example, displays around International School that were “celebrating diversity,” such as an art project depicting the importance of praying with information about Islam and the Quran, along with abstract art, ceramics, and an American culture reinterpretation of McDonalds. Other displays were noted about the mysteries of Göbekli Tepe as a Turkish literature project, the Learner Profile in Action, MYP Personal Projects, and a “change your words and change your mindset poster.”

At the National School, there were even more projects displayed about raising awareness on global issues such as racial discrimination, harm given to environment, peace building and so on. Examples of global knowledge, competence and engagement on display around the school were:

- Equality, Justice and Freedom Project in which students share their thoughts and feelings through music and dance
- 8<sup>th</sup> March International Women’s Day: English projects- celebrating women who made a difference in the past
- 21<sup>st</sup> March – Elimination of Racial Discrimination Day: announcement screen says that IB year 1 students have been learning about different global issues including the impact of global warming, poverty, migration in small groups

they prepared and presented an interactive activity on one of the issues they have explored during their lessons.

- 22<sup>nd</sup> March World Water Day – Photography competition announcement
- Extinct and endangered animals poster – awareness raising
- Eco-schools Program: Biodiversity projects – competition announcements

Examples of learning about one's own local culture and national understanding on display around the school were:

- History Department: “Civilizations established in Anatolia” poster
- “Çanakkale is Impassable” Poster
- World Poetry Day: posters of stanzas of poems from different Turkish authors
- Atatürk's Principles and Reforms Poster
- Turkish Proverbs and Idioms Poster

It was also evident that in the visual displays with many Turkish cultural artifacts and visual art projects prevalent than other art forms the school paid attention to nationalistic views as there were displays about Turkish civilizations established, Atatürk's (the founder of Turkish Republic) principles and reforms and posters about important days for the Turkish history such as 18<sup>th</sup> March, Çanakkale Victory Day. According to the important days for Turkish culture, visual displays were updated every month.

### *Pedagogical strategies and policies*

The key themes related to the pedagogical strategies and policies support are summarized in Table 9.

Table 9  
Key themes learned on pedagogical strategies/policies support

<i>Pedagogical strategies and policies</i>		
Common examples of support	Case study schools	Unique examples of support
1) Schoolwide strategies related with core components (CAS & TOK)  2) Policies on bullying, drugs and child protection relating to IM	National School	School extracurricular activities
	International School	1) Strategies about multicultural learning environment 2) Diversity policy
	Additional School	Fostering multilingualism

*Common examples of pedagogical strategies and policies.* First of all, the National School and the Additional School mostly exemplified the common examples of schoolwide strategies about the implementation of the core components, especially CAS and TOK. For example, the CAS coordinator at the National School mentioned a CAS training in which the CAS booklet designed particularly for the school was presented not only to students, but also to CAS advisors so that they could learn about “what the CAS is” and “what the CAS project is,” “what the CAS experience is,” and also “how will students find their CAS projects.” The CAS coordinator also mentioned that as a strategy of fostering the IB learner profile attributes, students shared their CAS experiences in school magazine or related department school magazines, which was a way how students reflected on their experiences and raised awareness on global issues. Furthermore, within CAS, the DP coordinator presented CAS projects to the CAS advisors in the collaborative

planning meetings and expected CAS advisors to give examples about the projects their students do so that a wide range of activities were carried out at school. She also discussed the criteria of an acceptable CAS project with CAS advisors. Additionally, the TOK coordinator at the National School mentioned collegial sharing to illustrate vertical and horizontal articulation of the curriculum. TOK teachers had as a strategy of enacting their curriculum in a collaborative way by meeting every week to discuss how to develop strategies together to teach the TOK course more effectively. For example, in the two TOK lesson observations, it was noted that both TOK teachers followed a similar lesson plan and used the same material which was a TED talk on “Humanae Project” about “racial discrimination.” As another example of collaboration within the TOK team, TOK teachers also got help from science and math teachers to help them teach “Mathematics and Natural Sciences as Areas of Knowledge” because the TOK team was mostly English teachers at the National School.

Furthermore, with regard to the schoolwide strategies, participants at the Additional School also referred to the strategies about the implementation of the core components, especially CAS and TOK. For example, in terms of TOK, the “TOK teachers come from across the school, and the school tried “to encourage more teachers to get involved in TOK”; however, it was claimed as a challenge that “people don’t really fully understand TOK, and ... they see it as a kind of philosophy based subject... They’re frightened of it.” Therefore, the school tried to “break down those barriers” through displaying TOK questions “to make people think.” As explained by the DP coordinator at the Additional School:

The TOK coordinator puts up all these kind of TOK style questions around the school just to make people think... That’s

to kind of break down some of the barriers... as soon as somebody see a question they might go away and think about it.

In terms of CAS, the DP coordinator at the Additional School stated that the CAS coordinator worked closely with different departments to “show them how to prepare unit planners...but that’s also enabling her to ... get involved with the CAS connections with the program as well.” He also pointed out that he aimed to:

...get these teams more involved so the core is involved across the whole curriculum...that’s more of a priority than at the moment thinking about how we’re going to make sure that everybody’s talking about international-mindedness...

Lastly, with regard to school policies related with IM, each participating school had bullying, drugs, child protection policies in place. The schools had responsibility to ensure the safety, health and well-being of students. These procedures influenced how students were implicitly learning to get along with each other and maturing as global citizens. Thus, such policies interacted with the global engagement aspect of IM.

*Unique examples of pedagogical strategies and policies at the National School.* The DP coordinator mentioned school visits, trips, exhibitions as a strategy of how the local and global problems are presented to students. Students also claimed that clubs and activities they were involved helped them greatly to develop their IM. As a student explained, “European Youth Parliament, Model United Nations, Global Issues Network clubs are a step above the others on being IM” because students felt they were more internationally-minded with the help of practice and training they received on how to have a political opinion by synthesizing global knowledge and experiences in the public domain. And another student pointed out the importance of

such conferences in that they were “political conferences to talk about world issues and if we are talking about international-mindedness, these are the backbone of international-mindedness.”

*Unique examples of pedagogical strategies and policies at the International School.* For the broad pedagogical strategies used by teachers to support international-mindedness generally, there was some difficulty in exemplifying them. Nonetheless, various strategies were identified across participants. As an example, a TOK teacher explained a strategy that could be used across curricular subjects for creating a safe environment for subject discussions in multicultural classrooms:

So, I've created kind of structured seminars where we have a group of students that sit at a table in the center and they discuss something while the other students are taking notes and then the groups switch and so... it's a smaller group of students that are speaking and they've come prepared to express their ideas and they can even bring notes in their expression but it's just getting them used to the idea of talking.

In essence, it appeared to be a strategy where students changed roles in listening, speaking, or notetaking, all designed around “just getting them used to the idea of talking.” This may be especially effective for students from cultures where classroom discussion was not commonly used as a teaching method.

Also, teachers mentioned other teaching and learning methods used at school in relation to the development of IM such as promoting IM through eliciting discussions that drew from students' varied backgrounds or creating natural situations through team sports, or MUN for developing students' intercultural and global knowledge. It was pointed out that through these activities students got to



know each other and asked authentic questions to learn about each other's cultures as well as raising awareness about global issues through reading and discussing news articles during homeroom time.

When it comes to the school policies in relation to IM, what distinguished the International School from all national IB schools in Turkey was the school's policy of only accepting students who have citizenship beyond Turkey. This means that the school did not have to deliver the Turkish national curriculum alongside the IB curricula. So, even local Turks arrived with a national identity that went beyond one country, and many of the other students also had dual-citizenships with parents who were often from more than one nation. The school principal also briefly mentioned another policy that directly relates to how the school intentionally maintained its diversity: "We limit any nationality to 30% at this school to protect the diversity."

*Unique examples of pedagogical strategies and policies at the Additional School.* Pedagogical strategies of IM were almost minimal in the general sense. The DP coordinator stated that there was "nothing specifically built into the program" in terms of strategies for implementing IM: "we rely heavily on the fact that we have international teachers...we rely heavily on those teachers engaging with the kids on a level where they learn about their different backgrounds and understanding, but that's it." He also stated that he wanted to know more about how the school implements IM because as he was doing the evaluation for 5 year review, he realized it was something "lacking."

Multilingualism was the only aspect of IM that was discussed as a strategy. It was claimed that the IB program was “a very English program” and therefore the school did not look at multiple languages since “it really does come down to Turkish and English” only. However, the school strived for “fostering more of a culture of multilingualism in the school” by expanding the three languages (German, French and Spanish) in the middle school.

### *Professional development*

The key themes related to the professional development support summarized in Table 10.

Table 10  
Key themes learned on professional development support

<i>Professional development</i>		
Common examples of support	Case study schools	Unique examples of support
1) Internal core component workshops	National School	
2) International or cultural interactions among faculty in meetings	International School	N/A
	Additional School	

*Common examples of professional development support.* In terms of support being given to teachers to help improve their students’ skills for international-mindedness, internally several aspects types of interactions were mentioned as linking with IM indirectly: meetings, work on differentiation, and support for designing unit planners.

The National School had various pedagogical PD sessions on specifically on the core components implementation. For instance, in collaborative planning meetings done each term at the National School, all DP teachers chose a TOK question which was explored across subject areas, or teachers discussed CAS experiences, unit planners, reflection stage in the CAS experiences or they had in-school training workshop such as the one on how to carry out the world studies EE.

The principal from the International School mentioned that differentiation was talked about considerably, but usually more related to their language levels and not so much about students' cultural differences. Also, the TOK coordinator suggested that "simply having teachers in the school from a range of countries" was a way how IM could be fostered. He gave the weekly TOK meetings that the Turkish and international TOK teachers attended as an example of teachers' cultural interactions.

The EE coordinator from the Additional School pointed out that grade 11 students and EE supervisors attended a session on the process of writing an EE which was run by an external guest speaker for the last three years and would be run again in the future.

He will talk about research. He'll talk about selecting a topic...then the students are put into groups. They think about topics they're interested in. They come up with ideas for questions, and then we have a session at the end where we have as many teachers as possible available, who act as supervisors, who the kids can then go round and-and talk about any ideas that they've got, before they start the process.

Similarly, the CAS coordinator from the Additional School pointed out that a selected group of teachers and students attended a CAS workshop which was run by a guest speaker who shared ideas about the CAS experiences from other cultural

contexts. The CAS coordinator also added that she ran a meeting with CAS advisors about the basics of CAS in general at the beginning of each academic year. In this meeting, she also introduced the unit planners in which teachers were expected to show links to IM or how they addressed IM in their subject area. She stated that she also touched upon the CAS links to IM such as issues related with learning outcomes in relation to IM and global significance, international projects which focused on global problems and how to move from local issues to solve global problems. The CAS coordinator stated that there were 17 teachers who were involved in CAS as advisors and they got knowledgeable about CAS outcomes and links to IM. So, they also helped students with the learning outcomes, which illustrated communication and collaboration between students and teachers on the development of IM.

### **Perceived challenges to the development of international-mindedness**

This part focuses on general perceived challenges of fostering and developing international-mindedness from the qualitative data analysis of interviews and focus groups with students, teachers and coordinators in each participating school. The key themes related to the unique and common examples of challenges to IM are summarized in Table 11.

Table 11  
Key themes learned on challenges to IM

<i>Challenges to IM</i>		
Common examples of challenges	Case study schools	Unique examples of challenges
1) Taking IM for granted 2) IM as an ambiguous concept 3) Time constraints 4) Lack of explicit teaching and learning strategies	National School	1) Contextual restrictions (i.e., socio-political status of the country, bureaucracy, budget) 2) Internal school-based limitations
	International School	Third culture kids

Table 11 (cont'd)

5) Lack of assessment and evaluation tool for IM 6) Insufficient PD opportunities for faculty	Additional School	1) How certain departments may not have an understanding of IM 2) Limited support by the IB
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*Common examples of challenges to IM*

First of all, taking the development of IM for granted was perceived as a common challenge at the International School and Additional School. Students and teachers had underestimated beliefs about how international-mindedness was developed. Two teachers from the International School repeatedly mentioned that it was essentially the students' responsibility if they chose to develop IM or not: "I think the international-mindedness, you can manage to learn or develop it by yourself, not necessarily because you have a CAS curriculum that you need to follow, you learn it." Similarly, another student explained how cross-cultural communication skills develop through activities, but that "I could've managed to have those skills with practice, by myself. The school didn't help me implement them through the curriculum." Furthermore, others did not credit the school for fostering international-mindedness, saying that it "is something aside from the things we do in school. It's something we develop through our surroundings and our friends and who's around us." Several school leaders indicated that the international makeup of the school may lead international-mindedness to be taken for granted. The DP coordinator admitted the disadvantage of being an international community:

We take it for granted that we are living in an international environment, therefore the students are exposed to international mindedness. Therefore... that's in our blood, in the air that we breathe. Yes, it is true to a certain extent, but that I think takes

us away from doing more concrete things in our lessons or in the curriculum.

Similarly, it was found at the Additional School that they relied on the international staff coming from different backgrounds and their interactions with the students. The DP coordinator described this challenge and how it became a weakness clearly:

When I go back over the last few self-studies, it's always been the same answer. We cover international-mindedness. I have a new international body of teachers, and we assume that that's going to be a process of osmosis... I'm fully aware of it being a weakness.

Such an attitude clearly indicates how IM was taken for granted as embedded in the school by its diverse population.

Secondly, conceptualizing IM was difficult because it was perceived to be ambiguous and vague. Core component teachers implied that conceptualizing IM is difficult because of the nature of the concept itself. IM was thought to be a vague term. In addition to this ambiguity of the term as a poorly defined concept in itself, it was claimed that “it is hard to collect evidence of students’ development of international-mindedness” or also “teach it in a short amount of time.”

Thirdly, DP was perceived as intense academic curricula, with many students focusing on university requirements for grades. Especially, at the National School and the Additional School, it was found that there were time constraints to practice IM due to the heavy emphasis of the mandatory national curriculum. Teachers at the National and Additional School explained that they struggled to meet the needs of the IB program because of the time constraints to integrate and teach both the MoNE (Ministry of National Education) and DP curricula together. They thought that “IM is

something extra and therefore they cannot do it.” Similarly, school principal from the International School discussed the challenges of priorities given the importance of exams placed by the IB, students, and parents on earning the IB Diploma:

You have to make sure that you put a lot of emphasis on international-mindedness because we are trying to have international students... You need to do that along with those things that you are teaching. And then you ask yourself, ‘Ok, how it does that come into the picture in terms of earning the IB diploma?’ I don’t see it right? Because you can just not do any of these and IB will still grant an IB diploma into the student. So, as an educator, if you understand the IB and believe in the IB, then you know exactly what you have to do,... if the only focus is that the piece of paper that IB is gonna give, then you may very well just prepare students for the exam.

Thus, the realities of the educational system in the IB highlight the tension between the demands for assessment for students’ futures in terms of tertiary education and the philosophy of the IB as being more than just about academic requirements.

Fourthly, it was claimed both in the International School and Additional School that they did not have any specific strategies or policies on IM, other than the links to IM addressed in unit planners. For instance, it was claimed that not “many courses go out of their way to explicitly develop international-mindedness... It happens as a byproduct of other things.” Both DP coordinators at the International School and Additional School were also critical about the current school-wide strategies such as the International Day activity. They indicated that International Days tended toward superficial activities that did not do enough toward promoting a stronger sense of IM. For example, the DP coordinator from the Additional School claimed that having Mexican or Italian days occasionally for sampling the Mexican or Italian food “is not productive to think IM from this point of view”; instead, schools should find ways how IM can be incorporated into the curriculum.

Fifthly, all schools mentioned the difficulty over evaluating and assessing IM.

Participants mostly did not think that IM was directly assessed by the IB assessment tools and rubrics of the core components. For instance, the TOK coordinator in the National School said that TOK presentations and essays needed to “stick with the assessment criteria,” so she thought that students were not very creative to practice their IM, as expected by these assessment tools. At the International School, one student and three teachers explained their hesitations about whether IM is even measurable at all. The student elaborated:

It's a privilege to be in an international school. It's a privilege to have all of these different cultures surrounding you. But at the same time, I don't think you can understand the cultures without engaging with the cultures. And it's kind of a false sense of understanding... you can see the [LP] attributes in how you act, in how you do your schoolwork as compared to international-mindedness, which isn't really measurable.

At the International School, CAS coordinator also claimed he had an idea as to how IM can be fostered, but could not see the value of assessing it for helping students learn: “this idea of international-mindedness is that it's only understood when it's applied” and he gave examples of overcoming stereotypes about homosexuality, concluding, “And I don't see how assessing someone on how internationally-minded they would be, gets you there.” Nonetheless, the CAS and DP coordinators pushed on their own comfort levels and showed openness to questioning their own assumptions, especially beginning to consider how self-assessment tools for IM might indeed be helpful. The DP coordinator even considered the time during the student's two DP years that a possible formative assessment might be useful, and what form it could take.



Participants at the Additional School were also unsure how one can measure to check if students were achieving it or not.

I mean, I don't know to what extent...if — this is something that we need to address, again. I'm not sure it's ever been covered. I'm not sure I've ever really thought about it, and how you measure international-mindedness, you know, this is the difficulty with the whole thing, isn't it? How do you actually measure whether you're achieving something with this?

It is worth pondering how the assessment tools can have explicit references to IM in order that teachers are guided on the development of IM.

Lastly, all schools noted that there was insufficient support of professional development on IM. Almost no participant mentioned any IB workshop, internal or external, focused directly on IM related issues. Externally, most teachers agreed that they could not really think of any general IB or core component training that covered the topic of international-mindedness. For example, the TOK teacher from the National School who attended the TOK workshop in Jordan thought that her training had no clear links to the development of IM. Internally, one teacher from International School mentioned general meetings that occasionally touched on IM: “we've had a couple of things on teacher meeting days in the four years I've been here, but nothing that's been what I would call comprehensive or real deep.” The TOK coordinator from the National School indicated that “a workshop specifically targeted on IM would be great” because “IM is getting more importance than it used to have” at school.

It was noted that at each school, there was no purposeful teacher professional development program on international-mindedness. It should be noted that teachers

expected not only the school, but also the IB to integrate how to foster IM into PD sessions, workshops or trainings for faculty more explicitly and directly.

*Unique examples of challenges to the development of IM at the National School*

Unique challenges of implementing IM were mostly centered on practices of IM such as external factors (i.e., socio-political environment, bureaucracy, and budget) and internal factors (i.e., school based practices and support). As for external factors, the latest socio-political environment of the country was considered as a contextual barrier because “when students would like to do projects in the eastern part of Turkey, they are not allowed by their parents because of the terror attacks.” As another example for a contextual restriction was that the international “TOK conference was cancelled because of the recent bombings and terror attacks” and also the coup attempt in July, 2016 in Turkey.

A few students also stated that they occasionally felt discouraged because of the contextual factors such as “bureaucracy and budget issues.” The DP coordinator explained the problem of bureaucracy and how she coped with it thanks to the networking of parents, illustrating participants’ active engagement in the local or global communities and involvement in the successful implementation of IM:

It is not very easy for the students to go to a hospital and to try to help the patients. There is a lot of bureaucracy in Turkey... So, sometimes I help them and also we make ... a meeting at the beginning of the term with the parents and the parents help us. They find some CAS projects for the students and they use their relationships and also they inform me about their relationships, so I provide students some hospitals or some orphanages like that.

Students in the TOK focus groups also expressed their concern on the limited financial support they received from their school for budgeting extra-curricular activities considered to foster IM. As one of the TOK students explained, “when it comes to supporting such conferences, there is not so much support.” Another one claimed that it was the students who made an effort to be internationally-minded individuals by attending activities such as Model United Nations, European Union Parliament, Global Issues Network clubs:

The school actually ... needs to ... encourage people to...take actions on being internationally-minded, because ...we are actually like going to MUN conferences, and meet with all those new people, and get to know new cultures, because we want to.

Similarly, another TOK student claimed that the school did not support them, but the club mates supported each other:

MUN ... has been one of the ... most important clubs in our school... but, even though it is one of the most important, it's not one ... supported, backed up, because... such international conferences, take a lot of money and usually the students are the ones who pay [for] those conferences, and ... only support from the school was probably like a twitter-feed...

Students made these criticisms because students themselves funded their own expenses for participating in MUN conferences. Students claimed that “as school does not provide financial support,” so “students are representing themselves, not the school.” Students’ criticisms and expectations may constitute a sign of how school policies and strategies of IM need to be better communicated with students. This also suggests that although students sought for more support from school, they still needed to deal with problems related with “bureaucracy and budget issues.”

Lastly, challenges about practicing IM were also related with the constraints of the school-based practices. In critiques of school-based IM practices, one of the CAS

focus group students noted that their religion course did not offer “the study of other religions” and mentioned the restrictions such as the school’s policy on “no permission for celebrating Halloween.” Furthermore, school had more a homogenous profile with participants who have “similar social, economic and political perspectives and backgrounds” to each other, which was a limitation to discuss different perspectives since international staff who were mainly foreign language teachers consisted of a minority in the school. One student made the critique that “school has IM ideologically.”

*Unique examples of challenges to the development of IM at the International School*

The unique challenge noted by several teachers about students in developing IM generally was related with the identity issues faced by “third culture students.” At the International School, many students were not from one culture, but several cultures. As one teacher explained, “They don’t know who they are.” Some students wondered about what to respond about their nationality as their parents were from different countries, even if they were born in Turkey.

Another teacher who noted the challenges faced by students in the school’s multicultural environment explained with an example of Belgian students:

They don’t even know their own culture. So, for us to just say we’re internationally-minded, just assume that the Belgian kid knows that there are three different languages and—and cultures in Belgium. I think it’s—if you’re going to do it right, it’s going to take a lot work...

She used this example to argue about the effort required on the part of students and teachers, with students from so many cultures, for just learning about their own cultures. However, as an example to how the teacher had an underestimated belief of

the development of international-mindedness, she did not indicate how much effort was invested by either students or teachers or she was clear about if “doing it right” should involve the students’ own curiosity or any strategic plans at the curricular level, as well.

#### *Unique examples of challenges to the development of IM at the Additional School*

One of the unique challenges to IM noted at the Additional School were related with the fact that “certain departments (mainly math and sciences) don’t fully understand what it means or whether they’re doing it correctly” The DP coordinator stated that he was “not sure whether they do it successfully within all of the subject areas within the scope.”

Another perceived challenge was related with the limitations of the IB support. The TOK coordinator claimed that it was “difficult to mandate it (IM) in any way other than getting students to speak two languages,” which was seen as a valuable and important aspect of IB. However, the IB’s support on the standards and practices with regard to the implementation of IM were disregarded.

#### **Support for and challenges to the pillars of IM (multilingualism, intercultural understanding and global engagement)**

This section summarizes the key themes learned on the forms of support for and challenges to multilingualism, intercultural understanding and global engagement in CAS, TOK and EE. Following these comparative results summary charts, each section describes the results about the unique and common practices of the pillars of IM at the three schools. The data were derived from the qualitative interviews, focus

groups, lesson observation and school audit forms, all of which were thematically analyzed through coding.

### **Forms of support for multilingualism**

The key themes related to the unique and common examples of support for multilingualism are summarized in Table 12.

Table 12  
Key themes learned on support for multilingualism

<i>Support for multilingualism</i>		
Common examples of support	Case study schools	Unique examples of support
Bilingual culture and program	National School	Studying a foreign language or literature promotes intercultural understanding
	International School	N/A
	Additional School	Expanding second foreign language options into the middle school

#### *Common examples of support on multilingualism*

Bilingual culture and program was the major type of schoolwide example of support for multilingualism. As an example, students from National and Additional Schools studied English and Turkish and they took languages both for the first language (Language A, Language and Literature, English and language A literature and Turkish) in which they studied “translation and language issues, language in a cultural context.” Participants from the International School also supported this view about how bilingual culture was helpful for the developing multilingual learners. As an example, the librarian of the school had conscious efforts to make the library bi-

lingual with all the signs being in both English and Turkish, along with an effort to acquire books in the students' native languages.

#### *Unique examples of support on multilingualism at the National School*

Both students and teachers from the National School pointed out that studying a first foreign language seemed to develop students' further interests in other cultures. It was claimed that language and culture were closely connected with one another in that speaking other languages or studying literature was also about understanding other cultures and cultural perspectives, so studying literature and speaking a foreign language helped students "have another view into others' cultures" and "deepen an understanding of different cultures and traditions" and "cultural norms and cultural heritage" as well as understand how the culture one lives in influences individual perspectives and beliefs.

#### *Unique examples of support on multilingualism at the Additional School*

Additional School had Language B program and offered French, German and Spanish. However, school had few students take Language B because all of the IB students followed a Bilingual Diploma and took Turkish A Literature and English A Language and Literature. The DP coordinator pointed out that they "have fewer students who take those as subject choices because they already do the two languages"; that's why, it was stated that "there's less emphasis on the other three languages... which are French, German and Spanish..." As a strategy to give opportunities to students to learn a second foreign language, the school "expanded the three languages down in middle school now so that there's more time spent on

language learning, and to foster more of a culture of kind of multilingualism in the school.”

### **Challenges to multilingualism**

The key themes related to the unique and common examples of challenges to multilingualism are summarized in Table 13.

Table 13  
Key themes learned on challenges to multilingualism

<i>Challenges to multilingualism</i>		
Common examples of challenges	Case study schools	Unique examples of challenges
Over-emphasis on English	National School	No time to take third foreign language
	International School	1) Becoming limited in mother-tongue capacities 2) Limited time allocated in Language B
	Additional School	Lack of diversity in a classroom environment

#### *Common examples of challenges to multilingualism*

The focus on English was claimed as a challenge especially at the National and International School. CAS focus group students from the National School pointed out they did not have Language B option for foreign languages except for English B. It was also criticized by teachers that there was only focus on the Anglophone cultures in English B course: “little reference to third language because students have to focus on Anglophone cultures,” so students were exposed to learn more about western cultures than eastern cultures.



Similarly, the DP coordinator from the International School stated that most of the courses were in English, so “there is heavy focus on English because of the medium of instruction.” There was less emphasis on the other three languages offered which are French, German and Spanish because “they already do the two languages,” so “fewer students take them as subject choices.” The DP coordinator continued: “the vast majority of our students will complete their extended essay in English...” because students had many teachers across the school who taught their subjects in English and that students experienced learning environment which was constantly reinforcing the use of English in subjects and extracurricular activities.

The overuse of English in the IB curriculum was noted by both students and teachers at the International School as detrimental to their other languages. For example, one student from the International School explained it clearly:

I think to a certain degree that’s one huge issue with doing the extended essay in English and also being forced to do the limited language choices that most DP or IB MYP courses tend to teach. Because at a certain point, this idea of international-mindedness and the kind of unity that comes from everyone speaking English starts to chip away at your own native tongue, but it also starts chipping away from your understanding of your own culture.

#### *Unique examples of challenges to multilingualism at the National School*

The DP coordinator from the National School pointed out the struggles and challenges of becoming multilingual learner as she explained that students did not have time to take “the third language” in their IB combinations. Supporting the DP coordinator’s view, a student pointed out the time constraints as one of the challenges of becoming a multilingual learner. She stated that she was a “science track student” and she could only take six subjects in DP. Therefore, they “can’t take

any subjects that they want...For example, I'm a science student; I can't have enough amount of time to take Spanish or any other language.”

*Unique examples of challenges to multilingualism at the International School*

At the International School, it was claimed that students became limited in mother-tongue capacities. As an example, the school principal explained how students often lost their fluency as the years passed and they did not have access to their home cultures for daily communications:

So let's say that they come to this school in grade 4. By the time they get to grade 12 their level of English is great. But let's say they're a Dutch speaker and they've been in this school for 8 years now. Their level of English and their level of Dutch are both good but they're not great. There is something missing and it's what a native speaker naturally has: The ability to communicate in their language at a level above what our students get. So we're very concerned that students are not developing their mother tongues.

Furthermore, since languages require immersion in a culture to develop fluency, it was claimed that Language B students did not have enough support for language learning given the time required for language learning. Also, learning the Turkish language was only mentioned twice across all the interviews and focus groups. While being in Istanbul supports students who are local to Turkey, it was not targeted as a new language for other students. So, while everyone was immersed in Turkish culture, support for learning Turkish while being in Turkey was neglected. Though, it was noted that it was possible that students may have developed Turkish proficiency outside the school setting. It was observed by the researcher in the school shuttle that some international students were fluent Turkish speakers as they were talking to each other or talking on the phone with their friends in Turkish at an advanced level.

### *Unique examples of challenges to multilingualism at the Additional School*

At the Additional School, the lack of diversity in a classroom environment was also perceived to be challenge to multilingualism, specifically, in TOK, because students did not come from multicultural backgrounds. Thus, as students discussed the Sapir-Whorf hypothesis, under the language as a way of knowing session, the TOK teacher stated that he had a difficulty in enabling exploring different cultures perspectives “because you’ve got Turkish students with whatever nationality the TOK teacher is.”

### **Forms of support for intercultural understanding**

The key themes related to the unique and common examples of support for intercultural understanding are summarized in Table 14.

Table 14  
Key themes learned on support for intercultural understanding

<i>Support for intercultural understanding</i>		
Common examples of support	Case study schools	Unique examples of support
1) Diversity as a resource for supporting intercultural understanding	National School	
2) Other academic courses supporting intercultural understanding	International School	N/A
3) Non-academic examples (i.e., students’ interests and hobbies) supporting intercultural understanding	Additional School	

### *Common examples of support for intercultural understanding*

First of all, schoolwide examples of support for intercultural understanding highlighted qualities of being a diverse community, specifically both at the

International and Additional School. Teachers and students noticed the diversity issue repeatedly. One teacher from the International School explained:

We're an international school with 40 some nationalities here...Kids are very, very cognizant that there's many cultures within the building. That all comes together to create a third culture outside of the national culture here and outside of their own culture, as well.

As she spoke, she began to notice her own assumptions about cross-national interactions: "I'm assuming, again, because I'm not certain, that things that kids are doing in the community are forcing them to gain a better understanding of the local culture, but to, again, to what degree, I couldn't speak." Another teacher further discussed assumptions of promoting intercultural understanding by simply working with a diverse population of students. He stated, "whatever they do, however they interact in the break time, it is intercultural experience for the students."

Similarly, the DP coordinator from the Additional School pointed out that "in terms of inter-culturalism students are exposed through the range of different teachers...they're exposed to other cultures and other cultural backgrounds," illustrating evidence of knowledge and appreciation of other cultures. As students and teachers who were culturally distinct from themselves interacted with each other in classes or extracurricular activities (i.e., culture and language clubs), they were learning about the beliefs and ways of thinking (i.e., festivals of other countries).

Secondly, other academic courses were also mentioned briefly at the National and International School that supported intercultural understanding. The courses mentioned with brief examples in the National School were as follows:

- TITC (Turkey in the 20<sup>th</sup> Century - IB school-based syllabus course) was

mentioned as it helped explore international perspectives while looking at historical event in the world and relating it to Turkey and also do discussions on the different cultural views that go beyond nationalistic views and feelings;

- Turkish and English Language and Literature classes were mentioned as they helped explore other cultures while studying visual, spoken or written texts from foreign authors;
- Mathematics was mentioned it helped study notations from other cultures or mathematicians from other cultures.

The courses mentioned with brief examples in the International School were as follows:

- Geography was mentioned several times across focus groups with examples of how it helped students examine issues such as the western media's biases in reporting international news.
- The Film class was mentioned as it exposed students to films from around the world.
- Math was mentioned to link with language as a way of knowing by illustrating how language affects mathematical thinking (e.g., Korean students think numerators and denominators differently from English speaking natives because of how they are expressed in Korean.)

Lastly, within the non-academic examples, outside of the school context, students' interests and hobbies further supported their intercultural understanding. For example, in the demographic information survey of 33 grade 11 students at the

National School, 6 students noted how they participated in sports that crossed national boundaries, and 14 students remarked on their cross-cultural interests such as “watching movies in different languages or set in other cultures,” listening to different types of music from, dance, language learning, reading about world news or current issues. 12 students claimed that they liked to travel and take trips that allowed them to explore new cultures.

In the demographic information survey of 44 grade 11 students at the International School, 6 students noted how they participated in sports that crossed national boundaries, 25 students remarked on their cross-cultural interests such as watching movies, listening to different types of music, dance, language learning, reading different international literary pieces, 4 students shared that they were interested in volunteering for various community service projects, and 10 students stated that they attended Model United National and Social Entrepreneurship clubs, yet it was not mentioned how participating in such activities helped students develop their intercultural understanding.

In the demographic information survey of 41 grade 11 students at the Additional School, 15 noted that they participate in sports that cross national boundaries, while 11 of them remarked on their cross-cultural interests such as chatting with friends from around the world and “gaming since there is an online community which is international.” 9 students claimed they liked to travel and take trips that allowed them to explore new cultures, and 12 listed an array of hobbies from music to wood-working to chess to dancing to shopping, which that they felt supported their intercultural understanding.

All these examples of students' interests and hobbies illustrated that students at each school took actions that fostered their own development of self-awareness, intercultural communication and global knowledge.

### **Challenges to intercultural understanding**

The key themes related to the unique and common examples of challenges to intercultural understanding are summarized in Table 15.

Table 15  
Key themes learned on challenges to intercultural understanding

<i>Challenges to intercultural understanding</i>		
Common examples of challenges	Case study schools	Unique examples of challenges
The lack of diversity	National School	1) The small number of activities that fostered intercultural understanding 2) Some courses having more potential than others in terms of fostering intercultural understanding
	International School	1) Inadequacy of the school curriculum to support intercultural understanding 2) Difficulty over finding the right balance in intercultural dialogues
	Additional School	Need for visiting/spending time in different cultures

#### *Common examples of challenges to intercultural understanding*

Both students and teachers/coordinators at the National School and Additional School (with mostly Turkish students) focused on the diversity as a constraint to

support for intercultural understanding. Students from the National School reflected on the school's minimal diversity as a constraint. One CAS student explained, "It's homogeneous...from where we're coming, because ... we're ... socio-economically and politically ... in the most cases...homogeneous. And that's not...cultural and intellectual diversity." A TOK student also claimed that having a mono-cultural class was a constraint in the TOK class as they referred to different cultural perspectives. However, she shared a possible solution to this problem with her insightful perspective that "even though sometimes we do come from similar backgrounds, there will be always someone who plays the devil's advocate in our class, if not a student, our teacher, then, it just produces a healthy discussion." The lack of diversity as a constraint was also explained clearly by the TOK teacher at the Additional School: "no mix of student bodies to explore so many other cultures because of only Turkish students."

#### *Unique examples of challenges to intercultural understanding at the National School*

The National School had more schoolwide activities for fostering global engagement than activities fostering intercultural understanding. The TOK coordinator also pointed out that as a school, they struggled to foster intercultural understanding because:

...when you are teaching literature it is easier because you have lots of concepts that you can refer to, but in TOK, we aim to do that but during the lesson at some stage, the kids just get lost in...the TOK concepts of the course...so we do it to a certain extent but I think we can be better at that. When you are talking about History as an area or when you are talking about ethics, we refer to intercultural awareness but I think it can be improved.

Furthermore, when it comes to what different subjects can offer in terms of the development of intercultural understanding, English EE supervisor criticized the fact



that English EEs must necessarily focus on “Anglophone cultures, which may limit the exploration of cultures students wish to explore.” Another criticism was shared by a student who pointed out that it was hard to explore intercultural understanding issues in science EEs. Yet, a science EE supervisor made a counter argument that although it could be hard to make intercultural references in a science EE, students needed to “read research studies and articles on their topics written by different authors coming from different backgrounds and nationalities so that they can understand the common specific language used in all over the world.”

*Unique examples of challenges to intercultural understanding at the International School*

At the International School, there was a general agreement across students, teachers, and administrators that intercultural understanding was not well addressed by the school’s curriculum and only loosely by the school culture. One teacher explained:

Intercultural understanding, again, I think we do this at a very shallow level very often... When you look at the-the famous iceberg though, the cultural iceberg again as a school, until we get to maybe classes like TOK, we rarely go below the iceberg because these are hugely complicated issues.

In fact, another teacher stated that intercultural understanding may be impossible to achieve because although one may develop tolerance, even well-educated people have “culturally engrained” biases against some nations. She went on to discuss how having excessive knowledge about a culture could in fact lead to a negative attitude rather than respect for that culture.

Furthermore, finding the balance in intercultural dialogues was discussed as another unique challenge to intercultural understanding in focus groups and interviews with

teachers and coordinators at the International School. It was discussed that students from other cultures and the need to find the right balance in intercultural dialogues with the people from the local culture. Due to the lack of connection with other IB schools in Turkey, there was a common agreement that students needed support in learning about both the local culture in Turkey and their home cultures to have intercultural dialogues. Furthermore, teachers also pointed out that school needs to be cautious about recognizing and trying not to overemphasize Western values, especially British-American values around individualism. With respect to the over-emphasis on Western values, the school principal also elaborated on the prejudices embedded in the hidden curriculum. Specifically, he described how national elections were treated differently depending on whose national elections they were:

It's an English language school and English carries with it cultural expectations and prejudices and you hear them coming out as people get excited about the latest developments in the U.S. or the UK. I often wonder "how do my Syrian kids feel about what they're hearing?" Nobody stopped work during the Syrian elections or during the Jordanian elections. Everybody here stopped work during the U.S elections. So what message is that giving to the kids who are not from those cultures?

*Unique examples of challenges to intercultural understanding at the Additional School*

The TOK coordinator from the Additional School claimed that having international people or visitors from other cultures or studying different cultures did not have much value because they were just "tiny slice of understanding," so it was suggested that it was more valuable to visit another culture or to spend time in another culture. This point leads to the question whether one can gain intercultural understanding better while visiting or spending time in another culture than studying

internationalized curricular programs which aim at fostering international-mindedness.

### **Forms of support for global engagement**

The key themes related to the unique and common examples of support for global engagement are summarized in Table 16.

Table 16  
Key themes learned on support for global engagement

<i>Support for global engagement</i>		
Common examples of support	Case study schools	Unique examples of support
1) Academic courses supporting global engagement	National School	N/A
	International School	
2) Visual aids of global engagement	Additional School	

#### *Common examples of support for global engagement*

Looking for general examples of global engagement schoolwide, academic examples were noted outside of the core components both at the National School and International School. At the National School, academically, the English EE supervisor noted that in the DP, English B was particularly useful for helping students understand global issues as it helped students study “global issues” such as “immigration, globalization, global warming.” DP Coordinator also gave Math as an example as it helped students “predict a model for the future’s environmental problem.” At the International School, academically, the school principal noted that in the DP, the humanities and art were particularly useful for helping students understand global issues. For example, the art teacher mentioned a group of seniors who were doing projects on identity and the Syrian refugee crisis.

Moreover, it was noted in the school tour both at the National School and International School that there were also visual indicators of global engagement. In the tour around the National School, it was observed that there were visual posters such as “Equality, Justice and Freedom Project,” “21<sup>st</sup> March Elimination of Racial Discrimination Day celebration,” “More Peace and More Serenity Projects,” “Extinct and Endangered Animals Poster,” “Eco-schools Program: Biodiversity Projects,” which illustrated a commitment to the sustainable development.

Similarly, in the tour around at the International School, it was also observed, “There are notices on the walls which are about community service projects [and] varied bulletin boards such as ‘How to join Ecosia?, Why are forests important?’” along with posters about raising awareness about the Gay-Straight Alliance, a student-run club and the Refugee Outreach program.

### **Challenges to global engagement**

The key themes related to the unique and common examples of challenges to global engagement are summarized in Table 17.

Table 17  
Key themes learned on challenges to global engagement

<i>Challenges to global engagement</i>		
Common examples of challenges	Case study schools	Unique examples of challenges
N/A	National School	1) Restrictions about extracurricular activities 2) Difficulties faced in service projects
	International School	Fostering empathy, not pity, for other socio-economic classes during service projects
	Additional School	N/A

### *Unique examples of challenges to global engagement at the National School*

At the National School, it was mentioned that Grade 12 students were not allowed to attend trips or certain extracurricular activities “because we’re seniors we can’t attend. We’re not allowed to and that is also a problem in our school.” This may be because of students’ high workload at school or their preparations for university entrance examinations. One can consider this as a limitation to the continuous nature of the development of global engagement.

Furthermore, the lack of communication was considered to be a challenge when students did a service project with Syrian refugee children because students and refugees did not have a common language to communicate. The DP coordinator explained in both of the interviews (as a DP coordinator and CAS coordinator) that students also encountered problems such as working independently, showing perseverance or dealing with difficulties they faced as they carried out their service projects. First of all, DP coordinator claimed that “16 year old students may not be good at designing and planning their service projects, so they still seek for guidance because they may not work much independently.” In addition, she stated that students were not sometimes committed to their service project. She gave the “Best Buddies Project” - a global volunteer activity that creates opportunities for one-to-one friendships for people with intellectual and developmental disabilities - as an example. She stated that from time to time students decided to leave this project because of personal reasons such as time allocation for their service project or their lack of communication with the people they helped. However, the CAS coordinator took an action to help students continue their “Best Buddies Project” by reminding

them of “ethical considerations and implications” to give them more social responsibility.

### *Unique challenges to global engagement at the International School*

With special attention to global engagement, the CAS coordinators from the International School discussed the importance of helping students to learning how to foster empathy, not pity, for other socio-economic classes during service projects for CAS. It was felt that such issues should have been discussed when students were reflecting on their volunteer work in the community, and that these were complex issues for understanding also even when hanging out with their own peers at school.

It’s never easy...It’s about getting a certain number of competences and capacities of being at ease and of understanding, and of seeing things through the perspective of the other also. So, it’s also accepting the otherness and being able to see through the other’s eyes. And that can go back somehow to the empathy, again.

### **Practices of multilingualism, intercultural understanding and global engagement in the DP core components (CAS, TOK, EE)**

This section summarizes the key themes learned on practices of multilingualism, intercultural understanding and global engagement in CAS, TOK and EE. Following these comparative results summary charts, each section describes the results about the unique and common practices of the pillars of IM at the three schools. The data were derived from the qualitative interviews, focus groups and school audit forms, all of which were thematically analyzed through coding.

## Practices of multilingualism in Creativity, Activity and Service (CAS)

The key themes related to the unique and common examples of practices for multilingualism in CAS at the three schools are summarized in Table 18.

Table 18

Key themes learned on practices of multilingualism in CAS

<i>Practices of multilingualism in CAS</i>		
Common examples of practices	Case study schools	Unique examples of practices
1) Foreign language learning	National School	Sign language: beyond having a command of foreign languages
2) A combined service and language initiative	International School	N/A
	Additional School	N/A

### *Common practices of multilingualism in CAS*

The National School and Additional School shared examples and support for multilingualism which were about learning a new foreign language or teaching a foreign language to students' peers. For example, at the National School, both students and the DP coordinator also discussed learning a new foreign language such as German, Spanish, Italian and French before the DP in MYP, taking private foreign language lessons as part of their CAS experiences or offering German or French tutorials to Grade 10 students in their own school as a service activity. Similarly, DP coordinator from the Additional School gave examples about DP students' English teaching activities for younger kids, as part of service component of CAS, and also students who learned a new language as part of creativity component of CAS.

Examples given at the International School and Additional School also illustrated how CAS was mutually supportive in developing multilingualism, and that

sometimes multilingualism could also support CAS projects. To exemplify, at the International School, in using their languages during creative or service projects, CAS especially gave students opportunities to develop multilingualism for languages in which students were already fluent. However, if students were not so good with a second or third language, it was not clear if they were encouraged to use their less fluent languages within CAS. Furthermore, DP coordinator and CAS coordinator at the Additional School gave the Rustic Pathways- Costa Rica environmental program as an example of how foreign language department (Spanish teachers) worked with the CAS coordinator to make this service project “a combined service and language initiative.” The CAS coordinator explained how students were able to practice their Spanish by trying to communicate with the local in Spanish or by introducing a meal to everyone in Spanish. The CAS coordinator thought about how to make Rustic Pathway Project a joint service and language activity:

This year, we extended...seeing that language aspect is shining there, our Spanish teacher said that, ‘can we integrate language elements to the project?’, and we said, ‘why not?’ So Rustic Pathway I asked Rustic Pathway to get in touch with our Spanish teacher and they reorganized the program. And now the program is actually modified in addition to the service activities there is a language element right now.

This example especially illustrated how various activities carried out for CAS could be combined in a way that different aspects of IM such as multilingualism, intercultural understanding, and global engagement were addressed.

#### *Unique practices of multilingualism in CAS at the National School*

At the National School, multilingualism was considered to be beyond having a command of foreign languages. One of the students exemplified how she could become a multilingual by mentioning that she and her friend learned how to speak



sign language as an example of multilingualism for their CAS experience. The same point was mentioned by another student in the EE focus group discussion as she claimed that “this language can be sign language.” This prompts the question of why sign language is often minimized as a language that help students learn about the deaf and hearing-impaired cultures and their points of view which may be distinct from those of us who live only in the auditory world.

### **Practices of multilingualism in Theory of Knowledge (TOK)**

The key themes related to the unique and common examples of practices for multilingualism in TOK at the three schools are summarized in Table 19.

Table 19  
Key themes learned on practices of multilingualism in TOK

<i>Practices of multilingualism in TOK</i>		
Common examples of practices	Case study schools	Unique examples of practices
	National School	1) TOK presentations 2) TOK conference
Discussions on “language as a way of knowing”	International School	N/A
	Additional School	N/A

#### *Common practices of multilingualism in TOK*

At each school, TOK teachers, coordinators and students all pointed out that language as a way of knowing and their related discussions were the academic examples of the support for multilingualism. Examples given of TOK and multilingualism also indicated mutually-supportive opportunities. To exemplify, TOK helped with a few simple support around students’ interests in multilingualism such as perspective taking and seeing how languages give different viewpoints on the

world, while multilingualism also supported the learning of TOK concepts, especially with language as a way of knowing. The common example within “language as a way of knowing” was related with the discussions on “Sapir-Whorf hypothesis” - how language helps us gain knowledge and how language we speak determines the way we think (Lagemaat, 2015), especially “looking at aspects of knowledge such as meanings behind words, being lost in translation, the cultural aspects within languages.” Yet, as it was also criticized “that’s a fairly small piece of the course” because language as a way of knowing was one of the eight ways of knowing and teachers could opt for choosing other ways of knowing instead of language as a way of knowing.

#### *Unique practices of multilingualism in TOK at the National School*

There were not varied and detailed reflections on the unique practices of multilingualism at the National School. TOK presentations and TOK conferences were briefly mentioned as examples of practices of multilingualism in TOK.

As an example to how TOK presentations can create the necessary platform to explore language issues such as the examination of “the use of politically correct language,” a TOK student explained:

My TOK presentation...was...specifically on ... politically correct language...and...how culture changes, the language changes. For example, shellshock, the word shellshock in WWI was...and then it turned to... battle fatigue, then operational dysfunction, and then after operational dysfunction, turned to a post-traumatic stress disorder...because the idea of euphemism is to have soft language, so that people feel a little bit better about themselves. ... I showed a little bit of both sides... how ... as culture changes the language changes...

Another TOK student mentioned briefly that other than their TOK course, the TOK conferences they attended also helped them become more aware of issues and

variations related with languages such as “dual language differences” and “translation and politics.”

### **Practices of multilingualism in Extended Essay (EE)**

The key themes related to the unique and common examples of practices for multilingualism in EE at the three schools are summarized in Table 20.

Table 20  
Key themes learned on practices of multilingualism in EE

<i>Practices of multilingualism in EE</i>		
Common examples of practices	Case study schools	Unique examples of practices
1) Developing greater fluency in English	National School	
2) Mutually-supportive relations in how multilingualism could help students in writing their EE or developing their intercultural understanding	International School	N/A
	Additional School	

#### *Common practices of multilingualism in EE*

Within EE, there was the issue that the choices of the student determined whether the development and use of multiple languages was used. Multilingualism appeared most commonly used with students who already had a comfortable fluency in their non-native languages. Otherwise, it was often an opportunity to further develop their native language. EE was mostly an opportunity for students to develop greater fluency in English, which was often their second language at the National School and Additional School. Students who did their EEs in English had the opportunity to practice “operating in another language,” which was helpful for language learning.

Other than developing fluency in English to become a multilingual learner, EE provided examples of mutually-supportive relations between multilingualism and intercultural understanding. An English EE supervisor from the National School also explained that students doing English EEs also developed intercultural communication skills to engage successfully in intercultural encounters. She specifically gave some EE examples which touched upon language issues and helped students become more aware of cultural aspects such as the analysis of “the linguistic elements in Obama’s speech,” “the use of language through violence within American society” or “the use of language to understand the social structures of the target culture.”

Similarly, EE provided examples of mutually-supportive relations at the International School in how multilingualism could help students in writing their EE, and also how working on their EE helped develop their language skills. Examples of mutually supportive EE activities from the International School that helped students develop fluency while developing writing, critical thinking and research skills included doing research in other languages where students who use their second or third languages for exploring EE topics in ways that they could not do with only one language and using students’ local consulate libraries in Istanbul, or resources from home countries. Due to these uses of multilingualism for writing extended essays, it was difficult to separate the extent to which multilingualism fostered better research skills, or engaging in research fosters improved multilingualism. Clearly, the students who had already developed fluency in their second or third languages had advantages in doing EE research, though.

**Practices of intercultural understanding in Creativity, Activity and Service (CAS)**

The key themes related to the unique and common examples of practices for intercultural understanding in CAS at the three schools are summarized in Table 21.

Table 21  
Key themes learned on practices of intercultural understanding in CAS

<i>Practices of intercultural understanding in CAS</i>		
Common examples of practices	Case study schools	Unique examples of practices
1) Extracurricular activities (i.e., MUN club, TOK conference) fostering intercultural understanding	National School	N/A
	International School	N/A
2) CAS Camps/Trips fostering intercultural understanding	Additional School	N/A
3) Interconnectedness of global engagement and intercultural understanding		

*Common practices of intercultural understanding in CAS*

Participants both at the National School and International School claimed that the extracurricular activities (i.e., international TOK conference or Model United Nations conferences) help them understand different perspectives of countries, how to approach someone who has a different perspective than theirs and learn about other ways of thinking by working in groups of people who come from different cultures.

As an example, one CAS student from the National School talked about the how the TOK conference they organized last year helped them become “culturally engaged” by reflecting upon a personal experience she had about a group of participants from Jordan. Another CAS student drew attention to the value of these extracurricular activities because he claimed that “we learn theoretical values of those IM but in practice, in face to face we can face our challenges and we can learn actually when it ... come to practice.” The DP coordinator also mentioned the significance of TOK conference for their school since students could get together with participants from different nationalities and cultures to discuss TOK knowledge questions which may be about the exploration of knowledge in relation to the cultural issues as well as global problems. The DP coordinator also supported the idea that attending conferences may help students get to know people from different cultures and do collaboration, networking and befriending. For instance, she gave an example conference in which students had international interactions while working with international schools on astronomy projects in European Space Organization.

The students from other countries is very important because they have friendships ...and also they continue to talk with them and ...I believe that both in science and also the other one... the MUN and other CAS projects they try to understand the other students, the thought of other students and also they try to respect the thoughts of other students...

Other than these conferences, the CAS coordinator from the International School especially emphasized the importance of collaborative projects such as creative murals or trips together in which international students were encouraged to consider the ethics or working and making decisions together, requiring them to navigate their own differences as one way of fostering intercultural understanding. Furthermore, the school principal from the International School emphasized a Nepal service

project as featuring a hands-on experience and cultural exchange that contributed to its significance.

All these examples from both schools illustrated distinct opportunities for developing open-mindedness, collaboration and networking skills, and empathy and perspective taking and in turn intercultural understanding.

Moreover, the examples given as support for intercultural understanding were mainly from service projects, indicating the interconnectedness of global engagement and intercultural understanding. Two specific examples from the International School illustrated working with minorities in the community to promote greater open-mindedness toward alternative life styles: helping a deaf community with an online Turkish/English sign language dictionary, and collaborating with the Gay-Straight Alliance for raising awareness in the community. Notably, both of these examples illustrated awareness-raising activities that began with intercultural understanding, but may lead to global engagement, depending on how students were moved to engage with associated human rights and injustices faced by the marginalized groups with whom they were interacting.

At the Additional School, the DP coordinator gave an international environmental service project program that students attended in Prague, Czech Republic. Although this activity was carried out as a service project on environmental awareness, it was also a joint Turkish and Greek collaborative activity which aimed at developing students' intercultural understanding through intercultural interactions. Furthermore, the CAS coordinator gave another service project activity which is run in India every

year as an example of how students developed their intercultural understanding. For this project, she explained that different groups of students worked with Indian students in various ways such as teaching English and Math to them, visiting a musical company that created hand-crafted musical instruments from natural objects, working with university students from the architecture department to learn about building houses. These activities helped students interact with people from India in different ways and for different purposes, which helped them develop their intercultural understanding. As an example of how the Turkish students learned about an Indian cultural aspect, the CAS coordinator gave yoga and meditation from students' reflections as examples of students' explorations of cultural activities. Such service projects helped students gain knowledge and appreciation of different cultures.

### **Practices of intercultural understanding in Theory of Knowledge (TOK)**

The key themes related to the unique and common examples of practices for intercultural understanding in TOK at the three schools are summarized in Table 22.

Table 22

Key themes learned on practices of intercultural understanding in TOK

<i>Practices of intercultural understanding in TOK</i>		
Common examples of practices	Case study schools	Unique examples of practices
TOK class discussions on intercultural issues while covering ways of knowing and areas of knowledge	National School	TOK presentations fostering intercultural understanding
	International School	Teaching/learning approaches/strategies for supporting IM in TOK
	Additional School	N/A



### *Common practices of intercultural understanding in TOK*

The National School and Additional School exemplified most the practices of intercultural understanding in TOK. Many TOK students and teachers from both schools explained that the TOK course helped them in terms of showing respect, empathy and open-mindedness as well as gaining the skill of thinking from different perspectives, exploring cultural differences and cultural diversity, understanding one's cultural beliefs and thoughts and appreciating other people's perspectives on controversial issues or global problems (i.e., racial discrimination). The development of intercultural understanding was evidenced in the TOK class from the National School. A student stated, "Culture has an influence on the way we perceive the world" and gave the example of Islamic artworks affecting Muslims more than people from different religions. Such oral and written discussion tasks helped students have "a deeper understanding of things, and ...to understand that there is not only black and white...see that every argument can be valid as long as it is supported and proven," which is considered to help the students "appreciate other cultures, their norms... morals."

In relation to how the TOK course specifically helped students gain different perspectives as part of having intercultural awareness and sensitivity, a TOK student from the National School gave their TOK discussion topics as an example of how intercultural understanding could be developed in the TOK class:

Usually we talk about the clashes between the cultures, and how divided cultures are, like in Rwanda genocide, or like ... the cultural differences between emigrants and European people and so on. So we understand how the cultural diversity in these areas work.

Similarly, the TOK course at the Additional School was perceived to help students “question their own perspectives” and recognize that there were multiple ways of looking at issues from a cultural point of view. The TOK coordinator explained how TOK course aimed at supporting the development of intercultural understanding:

So perhaps the most important thing that happens in TOK is that students are forced to question what they know and how they see the world. And maybe that’s the first step in intercultural understanding is that seeing the way that you see the world is not the way that everybody sees the world. So cracking the ice on that issue, forcing students to realize their assumptions and their beliefs and their perspectives are not the only ones, and that not only are there other ways of seeing the world, but there are almost an infinite other ways of seeing the world.

The participants from each school also gave further examples of how studying ways of knowing and areas of knowledge in TOK classes could foster intercultural understanding. As an example, one of the TOK teachers from the National School gave language as a way of knowing as an example that helped students “have a view into different cultures” in terms of studying “jokes, euphemisms, and colloquial expressions.” He also suggested how we could understand different cultures by “trying to understand a culture by studying texts and ... media or visual texts and trying to make a sense of it, especially visual films.” Furthermore, the TOK coordinator claimed that “intercultural awareness” could be fostered when students especially discussed ethics and history as areas of knowledge. She shared that “I think in ethics when we are talking about morals of specific cultures, we deal about intercultural understanding and I recall talking about arranged marriages, child marriage, children brides and the way women are treated.” The TOK student also added that they could look at “controversial issues” in different areas of knowledge. So, being aware of other perspectives, students could make sense of cultural

differences and commonalities based on their own and other culture's customs and practices.

Similarly, at the Additional School, the TOK coordinator stated that class discussions on language as a way of knowing was helpful to analyze how language is used to interpret the world. In addition to language as a way of knowing, Indigenous Knowledge Systems as an area of knowledge could also be considered as a way how students can learn more about local people's cultural practices and how indigenous people gain knowledge in different fields of knowledge. Furthermore, the DP coordinator stated that when he taught ethics on ethical problems, the class had a discussion which was more from a personal background such as agnostic or atheistic approach to morality, but during the interview he recognized that he could also consider prompting students to think of how morality can be approached from a cultural background. Though, this may be a challenge with a mono-cultural class since students may not be aware of or knowledgeable about different cultural approaches on moral issues.

#### *Unique practices of intercultural understanding in TOK at the National School*

TOK students and TOK teachers from the National School gave the TOK presentation task as examples of how students could develop their intercultural understanding. Participants mentioned that TOK presentations helped them gain intercultural understanding since students could explore cultural differences and cultural diversity. One TOK student exemplified it by sharing her TOK presentation topic:

For my TOK presentation, I talked about the DNR [Do not resuscitate] forms that ... that are not legal in Turkey..., and

what that form basically does if you not wish to pursue your life the way you are in right now, that you can be a terminal cancer patient, ..., then they grant you to right to end your life. So,... some people said that I gave an example of a little kid who was five years old, and he wanted to sign the DNR form, ... so I remember ... the class was divided...some people said that - Well, he has suffered for so long-, even though he was only five years old, and other ones thought that -the world science is ever growing, so he should hold on longer, his parents should not let him- so, that was a healthy discussion environment as well.

*Unique practices of intercultural understanding in TOK at the International School*

Several students discussed TOK strategies such as mind-mapping tools for perspective taking, along with discussions that elicited ideas for noticing cultural differences and developing their cultural awareness. TOK teachers elaborated on their own examples of approaches and strategies for supporting IM in the TOK classroom. The three teaching approaches elaborated on were: (1) “value-added” discussions about living in foreign cultures, (2) discussions on current events, and (3) using students’ cultural backgrounds as resources - an example of using students as resources was given about asking Korean students to explain their mathematical understanding of trigonometric functions to show other students how their language influences the conceptual frameworks of how they think and reason about math.

**Practices of intercultural understanding in Extended Essay (EE)**

The key themes related to the unique and common examples of practices for intercultural understanding in EE at the three schools are summarized in Table 23.

Table 23

Key themes learned on practices of intercultural understanding in EE

<i>Practices of intercultural understanding in EE</i>		
Common examples of practices	Case study schools	Unique examples of practices

Table 23 (cont'd)

The examples given for support to intercultural understanding in terms of global knowledge were mainly from Humanities.	National School	English EEs broadening new cultural perspectives
	International School	Correlation of EE topics with the initial stages of acquiring the knowledge needed for taking informed action in the world
	Additional School	N/A

*Common practices of intercultural understanding in EE*

The examples given at the three schools for support to intercultural understanding in terms of global knowledge were mainly from the Humanities (i.e., mainly from economics and literature, also philosophy, history, anthropology, world studies) subjects. The examples in Table 24 below illustrates how students developed their intercultural understanding by means of investigating cultural practices and perspectives and deepening their understanding of the culture in terms of the economic, social and cultural structures of different countries.

Table 24

Examples of EEs in Humanities from three schools fostering intercultural understanding

Subject Area	Research Topic/Question
Economics	<ul style="list-style-type: none"> <li>• How the economy of USA was shaped by superheroes?</li> <li>• What would be the economic consequences of incentives in sales of land, housing and office space to foreigners in Turkey?</li> <li>• Uganda's dependence on gold exportation and economic development</li> <li>• How have the Olympic Games influence Brazil's economy?</li> </ul>

Table 24 (cont'd)

Literature	<ul style="list-style-type: none"> <li>• To what extent does the conflict between American and European cultures affect the development of the main character in Henry James' "The Portrait of a Lady"?</li> <li>• To what extent are the effects of cultural norms on identities reflected in the character of "Mrs Dalloway" by Virginia Woolf?</li> <li>• To what extent are gender roles in late 18<sup>th</sup> to late 19<sup>th</sup> century England encoded in Jane Austen's "Pride and Prejudice" and George Gissing's "The Odd Women"?</li> <li>• To what extent do the lyrics of rap and hip hop music by some popular Afro-American artists such as DJ Khaled, Eazy E., Tyga and Kanye West affect the way Afro-American people are portrayed in the society?</li> <li>• How does Fitzgerald portray the changing status and moral values of post-war American woman in the Roaring Twenties by analyzing Daisy Buchanan, Jordan Baker and Myrtle Wilson in "The Great Gatsby"?</li> </ul>
World Studies	<ul style="list-style-type: none"> <li>• The effects of the Communist regime on Uzbekistan's current economic problems in relations with Uzbek history</li> <li>• The policies of American politics during cold war</li> </ul>
Philosophy	<ul style="list-style-type: none"> <li>• To what extent can the idea and practice of epicurean communes be applied as educational systems in 21<sup>st</sup> century Europe?</li> </ul>
Anthropology	<ul style="list-style-type: none"> <li>• To what extent has spiritual and religious music infiltrated mainstream popular culture, and as a result, offered therapeutic outcomes to the masses?"</li> </ul>
History	<ul style="list-style-type: none"> <li>• The impact of the Lebanese Civil War in the 1920s</li> <li>• The 12 September 1980 Coup d'état in Turkey: A Justified Use of Force? Considering its curtailment of human rights and freedoms, was the 1980 Turkish coup d'état a justified use of force to restore democracy?</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Examination of the tourism at a popular resort city in southern Turkey, after the political incident of the Russian jets that were shot down by Turkey in 2016.</li> </ul>

*Unique practices of intercultural understanding in EE at the National School*

At the National School, both the EE students and EE supervisors gave mostly English EE examples of how students were able to develop their intercultural understanding with the help of the research process:

- The Jewish religion and practices in a Puritan society, especially the role of women in a male oriented society
- The Victorian era and its social structure
- Symbolism about feminism and how women were portrayed in England in the 17<sup>th</sup> century
- Lives of people in artificial utopia created by government
- The impact of a certain band's songs on British teenagers
- British expats living in Japan
- Exploring how the Dark Knight movie reflects the policies of American politics during cold war

English EE supervisors specifically pointed out that especially English EEs helped students broaden new cultural perspectives as they analyzed a literary book. One EE supervisor explained:

Students get to read a lot of sources, with different perspectives and they get to...analyze a cultural artifact. They get to think deeper about it, and they have to approach this with new perspective...And they, of course, need to analyze the history..., they need to gain information about the social structure, they need gain information about the cultural elements. As a result, of course, they become knowledgeable ...through the analysis of the book, the themes and characters.

It was claimed that when literary books such as 'Pride and Prejudice,' 'The Picture of Dorian Gray,' 'Lord of the Rings,' 'Bend it like Beckham' were analyzed, it helped students study themes, social structures such as fashion, music and economics situations, cultural or historical references and elements, different perspectives and traditions. Therefore, students "always learn these different perspectives and ways of

looking at things.” Also, when students analyzed a literary piece for their EE, it helped them become more aware of and knowledgeable about the target culture.

#### *Unique practices of intercultural understanding in EE at the International School*

At the International School, both teachers and students also correlated the EE topics with the initial stages of acquiring the knowledge needed for taking informed action in the world. Teachers especially noted how some EE topics were especially useful for guiding students into more intercultural understanding, such as topics around stereotypes, geographic topics of examining local contexts, or topics that require collaboration and studying global/social issues outside of one’s own culture.

The process of EE research itself encouraged independent judgement and synthesis of complex issues, often focused on the understanding of regional or global issues. The EE coordinator explained overall how EE supported intercultural understanding by its overall design for encouraging students to think for themselves and develop their own good judgement for making decisions:

They want your [students’] own input. You should be able to analyze what you read come up with your own judgements. You don’t have to be representing one pole over another, but you have to be able to analyze and able to blend those ideas together to be able to write it yourself.

Students also noted how their choice of EE topics emerged from personal interests, which they claimed were unrelated to intercultural understanding. However, it was also noted that that students had topics directly related to intercultural understanding, though the links between their topics and their development of intercultural understanding was not obvious to them.



## Practices of global engagement in Creativity, Activity and Service (CAS)

The key themes related to the unique and common examples of practices for global engagement in CAS at the three schools are summarized in Table 25.

Table 25

Key themes learned on practices of global engagement in CAS

<i>Practices of global engagement in CAS</i>		
Common examples of practices	Case study schools	Unique examples of practices
Common service projects on environmental problems, gender inequality, refugee problems, disabled/disadvantaged people, etc.	National School	Global Issues Network (GIN) & Model United Nations (MUN) activities fostering global engagement
	International School	CAS examples of global engagement overlapped with intercultural understanding
	Additional School	Reflection prompts in CAS for IM related issues

### *Common practices of global engagement in CAS*

There was an assumption that CAS had a major role in implementing global engagement since CAS fostered global collaboration with international students and organizations on global issues: “CAS has given the best opportunities for fostering international-mindedness.” Additionally, activities for global engagement are important because:

Global engagement are the issues that all human beings are responsible [for] because we only have one world and students have come to this understanding level to various texts and studying. Now they understand that they have to protect this earth for the future, for the future generations as well because the previous generations have done vice versa. And it’s time to act now against it.

Within CAS, the global engagement examples given were mainly community service activities that required an action to a local or global problem such as environmental problems, gender inequality, refugee problems, disabled or disadvantaged people and so on, which reinforced social responsibility and global knowledge necessary for global engagement. The community service examples included both local and global service projects carried out by students collaboratively.

Participants from each school mentioned the following community service projects in Table 26 below, which illustrated their global competence, social responsibility and global civic engagement. There were more examples of projects on disabled or disadvantaged people from the National School; more examples of projects on working with the minorities from the International School; and more examples of projects on environmental problems and gender inequality from the Additional School.

Table 26  
Examples of community service projects for global engagement

Common areas for global engagement	School service projects
Environmental problems	<ul style="list-style-type: none"> <li>• Participating in TURMEPA - clean water project- activities in Şile, Istanbul</li> <li>• Doing environmental cooperation project with the Archipelagoes Institute of Marine Conservation with the University of Kiel in Germany</li> <li>• Doing environmental service project held in Costa Rica</li> <li>• Doing a joint Greek and Turkish environmental project on Aegean Sea</li> </ul>

Table 26 (cont'd)

Gender inequality	<ul style="list-style-type: none"> <li>• “He for She Project” which focused on raising awareness on gender inequality problem</li> <li>• Attending local service projects which supported women’s rights and responsibilities, especially in Istanbul in the poorer communities and also in eastern Turkey</li> </ul>
Refugee problems	<ul style="list-style-type: none"> <li>• Doing activities with Syrian refugee kids such as preparing Christmas boxes as gifts to give them morale and motivation</li> <li>• Raising funds for refugees (Refugee Outreach Project)</li> </ul>
Disabled/disadvantaged people	<ul style="list-style-type: none"> <li>• Working with visually impaired women in Turkey to teach origami</li> <li>• Helping the needy people living in Ağrı, in the eastern part of Turkey, who have financial problems by buying them coats and shoes</li> <li>• Working with orphans to give them motivation</li> <li>• Buying wheelchairs for the disabled people by participating in the collection of blue caps campaign project</li> <li>• Working with the mentally challenged people (Best Buddies project)</li> <li>• Dance performance project for an association of the orthopedically handicapped</li> <li>• Providing English language teaching activities to the younger kids who were academically disadvantaged</li> </ul>
Working with the minorities	<ul style="list-style-type: none"> <li>• Raising awareness on LGBT</li> <li>• Developing projects to learn sign language</li> </ul>

*Unique practices of global engagement in CAS at the National School*

Both students and teachers from the National School explained the importance of attending conferences such as Global Issues Network (GIN) and Model United

Nations (MUN) because they were “getting to know people from different cultures” and also brainstorming ideas or creating projects such as awareness raising projects on “LGBT” and “sign language” to solve global problems. Specifically, MUN was discussed when talking about IM or intercultural understanding, but seldom touched upon when discussing global engagement explicitly. Still it should be noted that MUN is a platform where students take multiple perspectives as they role play being the citizens of different countries and discuss global issues. While they may not take any concrete action at the end of an MUN conference, it raises their awareness of global problems. As it was explained by a CAS student, “we had the opportunity to raise an awareness about what we think that is wrong about this whole world and what the other people from other countries think what’s wrong with this world, so it was a good opportunity to discuss these.”

#### *Unique practices of global engagement in CAS at the International School*

CAS examples of global engagement at the International School overlapped with intercultural understanding. The two CAS coordinators were especially interested in choosing both local and global service projects with “social impact,” getting to know the local community before taking action. In discussing intercultural understanding, they gave examples that encouraged students to develop empathy, especially by selecting activities in which students shared common goals with each other as well as with the local community with whom they were working. Both CAS coordinators repeatedly discussed empathy as driving force to taking action and as central to how they framed service projects for CAS.

### *Unique practices of global engagement in CAS at the Additional School*

The CAS coordinator from the Additional School pointed out that students focused on the significance of the local issues such as gender inequality or refugee problems and also how the global and local issues were linked in their CAS interviews. She stated that she provided her students with reflection prompts in CAS for IM related issues with the guiding questions such as “What issues of local significance concern you most?, How are you going to address it?” She also expected them to refer to the CAS learning outcomes in their reflections or interviews.

### **Practices of global engagement in Theory of Knowledge (TOK)**

The key themes related to the unique and common examples of practices for global engagement in TOK at the three schools are summarized in Table 27.

Table 27

Key themes learned on practices of global engagement in TOK

<i>Practices of global engagement in TOK</i>		
Common examples of practices	Case study schools	Unique examples of practices
TOK class discussions on global problems	National School	1) Teaching methods to support global engagement and intercultural understanding through class discussions, written reflections 2) Getting inspiration in TOK course about actions through CAS
	International School	The TOK examples of global engagement mainly centered on “exposure” and “groundwork” for learning discussion skills
	Additional School	TOK presentations about discussions on global issues

### *Common practices of global engagement in TOK*

Common examples of practices of global engagement centered on the class discussions related with specific current events, especially at the National and International School. For example, it was noted in the TOK lesson observation at the National School that the TOK teachers held class discussions such as “Humanae art project on racial discrimination” as a global issue to help students make connections of this issue with their own context. The “Humanae Project” video was about raising awareness on racial discrimination through an artistic approach. The TOK teacher used it as a means of relating it to the students’ own contexts. Furthermore, after the lesson, the TOK teacher claimed that students could gain international perspectives with the help of TOK class discussions on global issues by “watching international films to have a more a more universal point of view.” The TOK teacher added that arts as an area of knowledge was very rich in terms of content to discuss “culture, religion and identity.”

Similarly, another TOK teacher from the International School also gave TOK examples of raising awareness of global issues through current events. For example, the teacher discussed terrorist events in Turkey and in Paris, with TOK “ways of knowing” as tools for making such discussions more objective and accessible to seeing how those involved may take different perspectives on these current events.

### *Unique practices of global engagement in TOK at the National School*

The TOK examples for developing global engagement at the National School were mainly about teaching strategies as well as the interconnectedness of TOK and CAS. The TOK teachers from the National School gave examples of both individual and

collaborative teaching methods to support global engagement and intercultural understanding through class discussions, written reflective tasks, field trips and TOK presentations. The following teaching methods aimed to help students learn discussion skills involved in perspective taking along with building empathy and raising awareness on global and social problems:

- teaching the nature/problem of knowledge and reliability of knowledge to give students strategies to be able to produce solutions to the global problems
- visiting “The Dialogue in the Dark” exhibition while covering the sense perception as a way of knowing unit and making empathy with visually impaired people and doing reflection on their feelings to be more aware for their needs
- encouraging students to choose substantive, controversial and debatable real life situations for their TOK presentation task such as exploring “environment friendly cars”
- exploring cultural challenges and dilemmas such as “Turkish & Armenian conflict on the genocide” or “Turkish-Kurdish conflict” while discussing knowledge questions

Furthermore, one TOK student explained how they could get inspiration in TOK course about CAS projects, which showed how TOK and CAS complemented each other to foster global engagement:

You would likely get inspirational from the TOK course about global engagement...we don't act in the TOK course ...we get ideas from the TOK course...I should globally engage with people, I should think internationally. We get those ideas from the TOK course, but we apply those ideas into daily life...

This example showed how the student perceived TOK ideas and their importance for

putting them into actions for solving local or global problems. For instance, a TOK student explained that, even on a smaller scale, when students had disagreements or conflicts, TOK helped them learn to how to build consensus:

It doesn't have ... a formula or ... a form of base that we can all see, ... you don't have to change someone thoughts just to engage with them...you can listen to another... perspective or respect a topic without trying to persuade the people...

#### *Unique practices of global engagement in TOK at the International School*

The TOK examples of global engagement at the International School mainly centered on “exposure” and laying the “groundwork” for helping students learn discussion skills involved in perspective taking, through issues such as ethics and cultural relativism along with topics where people from different cultures may disagree (i.e., female circumcision and child brides).

#### *Unique practices of global engagement in TOK at the Additional School*

At the Additional School, the TOK teacher and DP coordinator, who was also a TOK teacher, gave TOK presentations as the examples of support for global engagement. The TOK teacher claimed that students picked issues on ethical issues such as abortion, feminism, human rights from the global news for their TOK presentations. As a specific example, he also pointed out that students could bring the global issues such as women rights, democracy and freedom of speech back to their own original real life situation and relate it to the Turkish context:

What I often see is they'll pick a complex ethical issue to discuss, and then at the end of their presentation, when they're expected to loop their conclusion back to the original real life situation and then address other real life situations, they often bring it back to an issue in Turkey. For example, they'll do a presentation which discusses women's rights in America and they'll conclude, then they'll start to address that to issues within Turkey as an extension of their conclusion. Or there



might be an issue about democracy, and they'll bring it back to the freedom of the press and somehow bring it back to Turkey.

It was worth pondering on how students could be better guided in an explicit way to become globally engaged.

### **Practices of global engagement in Extended Essay (EE)**

The key themes related to the unique and common examples of practices for global engagement in EE at the three schools are summarized in Table 28.

Table 28

Key themes learned on practices of global engagement in EE

<i>Practices of global engagement in EE</i>		
Common examples of practices	Case study schools	Unique examples of practices
Exploring issues that have global impacts (mainly through the humanities)	National School	N/A
	International School	
	Additional School	

#### *Common practices of global engagement in EE*

The EE examples were limited in the numbers of students who could cite any EEs concerning global engagement directly. The EE examples exemplified mostly at the National and International Schools showed how this in-depth research (mainly the humanities) helped students study social or cultural issues, either about their own cultures or events in other cultures and explore issues that have global impacts.

For example, as a specific example of gains in global engagement through EE, the DP coordinator from the National School mentioned how a student explored an environmental problem for her world studies EE which “is a great chance for the

students ...to develop IM.”

One of ... the EE ... students was about “Kurbağalı Dere” in Istanbul. and it’s a really very dirty water in fact and ... there was methane gases and also the people in Kadıköy were afraid of it because it was bubbling and one of the students choose this problem as an EE and also she will... investigate how these kinds of rivers [can] be cleaned and also what are the effects of this kind of dirty water to the environment.

Also, one EE student from National School gave an example from his history EE saying that he was exploring “the world of politics, how politics works and how policies change in different circumstances,” which enabled him to “learn about how to implement laws” and in turn helped him raise his awareness about politics and laws. Other examples included “How the contemporary practice of democracy is wrong?” and “Slowing down the climate change – Increased renewable energy usage on mitigating the effects of greenhouse gases and having a cleaner environment for the future.”

The EE examples from the International School also showed how EEs helped students better understand their local and international perspectives during this in-depth research process on research questions such as:

- What are the social and economic impacts of the influx of Syrian refugees in the Beyoğlu district Istanbul, in 2016, as a result of the 2011 Syrian Civil War?
- To what extent does the demand for cigarettes get affected by the government interventions in the cigarette market of Turkey?
- How have recent terrorist attacks impacted tourism in the cities of Paris and Istanbul, and what role has media played in the way tourists portray security in these cities?

Indeed, EE supported students in terms of global engagement through opening their eyes for global issues, searching about global issues more thoroughly and making a comparison of different cultures from different time and raising awareness on global problems related to immigration, environment, discrimination and gender inequality.

### **Quantitative findings on intercultural understanding and global engagement**

This section presents the quantitative findings from pre and post surveys, on the students' levels of improvement in intercultural understanding and global engagement. The data regarding intercultural understanding were derived from the Intercultural Development Inventory (IDI) and the data regarding global engagement were derived from the Global Citizenship Scale (GCS), both of which were analyzed with paired samples *t*-test (repeated measures) statistically in SPSS. The repeated-measures test determines if two sets of data are statistically significant in their differences from one another (Gravetter & Wallnau, 2007). The null hypothesis was that the value means and the implementation means were not statistically significant. The alternative hypothesis was that the means were statistically significant. For each statistical analysis of measuring the improvement levels intercultural understanding and global engagement at the three participating schools, the statistical significance is reported as *p* values. All testing was conducted within the conventionally accepted  $p < .05$ .

Since the number of participants at the three participating schools is less than 30, first an exploratory data analysis was conducted to determine if the pre-test and post-test scores of intercultural understanding (IDI) and global engagement (GCS) distribution was normally distributed. Results for the Shapiro-Wilk test for normality indicated

that only the National School pre-test score distribution deviated significantly from a normal distribution in the IDI ( $D = .898, p = .038$ ); and in the GCS ( $D = .898, p = .038$ ). Therefore, rather than paired samples  $t$ -test, at the National School, Wilcoxon signed-ranks test was used to compare students' developmental levels of intercultural understanding and global engagement in their first year of DP and in their second year of DP. Both at the International School and Additional School, a paired-samples  $t$ -test was conducted to compare students' developmental levels of intercultural understanding and their levels of global engagement from Year 1 to Year 2 in the DP.

### **Quantitative findings about intercultural understanding**

#### *Wilcoxon signed-ranks test results of the Intercultural Development Inventory (IDI) at the National School*

At the National School, Wilcoxon signed-ranks test indicated that the post-test scores of intercultural understanding in the second year of DP were not statistically significantly higher than the pre-test scores in the first year of DP,  $Z = -.336, p < 0.737$ . This result suggests that National School students have not improved their levels of intercultural understanding after one year of exposure to IB education. Despite the results not being statistically significantly different, there is a notable difference in terms of the mean of the pre-test ( $M = 79.65$ ) and post-test ( $M = 81.61$ ), so the National School students slightly improved their level of intercultural understanding. The related descriptive information is provided in Table 29.

Table 29  
Descriptive statistics of the IDI at the National School

		<i>M</i>	N	SD	Std. Error of Mean
National School	Pre-test	79.65	20	17.67	3.95
	Post-test	81.61	20	13.69	3.06

The related statistical information is provided in Table 30.

Table 30  
Wilcoxon signed ranks test results of the IDI at the National School

		Ranks	N	Z	<i>p</i>
National School	Pre/Post test Scores	Negative Ranks	10 <sup>a</sup>	-,336	.737
		Positive Ranks	10 <sup>b</sup>		
		Ties	0 <sup>c</sup>		
		Total	20		

- a. posttest < pretest
- b. posttest > pretest
- c. posttest = pretest

*Paired samples t-test results of the Intercultural Development Inventory (IDI) at the International School*

Similarly, at the International School, there was no significant difference in the scores for the developmental levels of intercultural understanding in the first year of DP ( $M=84.38$ ,  $SD=14.80$ ) and the levels of intercultural understanding in the second year of DP ( $M=81.06$ ,  $SD=14.54$ );  $t(28) = 0.877$ ,  $p = 0.388$ . These results again suggest that at the International School, not only was there no significant improvement, there was a slight decrease in the mean results. However, despite the results not being statistically significantly different, there is a notable difference in

terms of the mean of the pre-test ( $M= 84.38$ ) and post-test ( $M= 81.06$ ). International School students slightly decreased their level of intercultural understanding.

The related descriptive information is provided in Table 31.

Table 31  
Descriptive statistics of the IDI at the International School

		<i>M</i>	N	SD	Std. Error of Mean
International School	Pre-test	84.38	29	14.80	2.74
	Post-test	81.06	29	14.54	2.70

The related statistical information is provided in Table 32.

Table 32  
Paired samples *t*-test results of the IDI at the International School

	Paired Differences							Sig. (2-tailed)
	<i>M</i>	SD	Std. Error of Mean	95% Confidence Interval of the Difference		<i>t</i>	df	
				Lower	Upper			
International School	3.32	20.38	3.78	-4.43	11.07	.87	28	.388

*Paired samples t-test results of the Intercultural Development Inventory (IDI) at the Additional School*

Again, at the Additional School, there was no significant difference in the scores for the developmental levels of intercultural understanding in the first year of DP ( $M=81.53$ ,  $SD=14.92$ ) and the levels of intercultural understanding in the second year of DP ( $M=82.56$ ,  $SD=13.83$ );  $t(25) = -.331$ ,  $p = 0.743$ . These results once again suggest that Additional School students have not improved their levels of

intercultural understanding after one year of exposure to IB education. However, despite the results not being statistically significantly different, there is a notable difference in terms of the mean of the pre-test ( $M= 81.53$ ) and post-test ( $M= 82.56$ ). Additional School students slightly improved their level of intercultural understanding. The related descriptive information is provided in Table 33.

Table 33  
Descriptive statistics of the IDI at the Additional School

		<i>M</i>	N	SD	Std. Error of Mean
Additional School	Pre-test	81.53	26	14.92	2.92
	Post-test	82.56	26	13.83	2.71

The related statistical information is provided in Table 34.

Table 34  
Paired samples *t*-test results of the IDI at the Additional School

	Paired Differences						t	df	Sig. (2-tailed)
	<i>M</i>	SD	Std. Error of Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Additional School	-1.02	15.82	3.10	-7.42	5.36	-.331	25	.743	

*One way ANOVA with repeated measures test results of the Intercultural Development Inventory (IDI)*

There were 75 students from three schools that took the pre and post-tests of intercultural understanding survey. As already given in the Tables 29, 31 and 33 for descriptive statistics of the GCS at three schools:

- From the National School group, 20 participants had an average score of 79.55 in the pre-test ( $SD = 17.67$ ); an average score of 81.61 in the post-test ( $SD = 13.69$ );
- From the International School group, 29 participants had an average score of 84.38 in the pre-test ( $SD = 14.80$ ); an average score of 81.06 in the post-test ( $SD = 14.54$ );
- From the Additional School group, 26 participants had an average score of 81.53 in the pre-test ( $SD = 14.92$ ); an average score of 82.56 in the post-test ( $SD = 13.83$ ). The results indicated that the effect of time is not statistically significant,  $F(1, 72) = 0.001, p = 0.975$ .

One way ANOVA with repeated measures was conducted to compare the effect of time (one year spent in DP) on the levels of students' improvement levels in intercultural understanding in the pre-test and post-test conditions at three schools. Normality checks and Levene's test were carried out and the assumptions met. The results of one way ANOVA with repeated measures indicated that there was statistically no significant difference among schools, Wilks' Lambda = 0.987,  $F(2, 72) = 0.478, p = 0.622$ . The related statistical information is provided in Table 35.

Table 35  
One way ANOVA with repeated measures results of the IDI

		Multivariate Tests							
	Value	$F$	Hypot. df	Error df	$p$	Partial eta squared	Noncent. Parameter	Observed power	
Time	Wilks' Lambda	1.000	.001	1.000	72.000	.975	.000	.001	.050
Time* Schools	Wilks' Lambda	.987	.478	2.000	72.000	.622	.013	.955	.125



## Quantitative findings about global engagement

### *Wilcoxon signed-ranks test results of the Global Citizenship Scale (GCS) at the National School*

At the National School, Wilcoxon signed-ranks test indicated that the post-test scores of global engagement in the second year of DP were not statistically significantly higher than the pre-test scores in the first year of DP,  $Z = -1.301$ ,  $p < 0.193$ . This result suggests that National School students have not improved their levels of global engagement after one year of exposure to IB education. Despite the results not being statistically significantly different, there is a notable difference in terms of the mean of the pre-test ( $M = 163.75$ ) and post-test ( $M = 157.13$ ), so rather the National School students slightly decreased their level of global engagement. The related descriptive information is provided in Table 36.

Table 36  
Descriptive statistics of the GCS at the National School

		<i>M</i>	<i>N</i>	<i>SD</i>	<i>Std. Error of Mean</i>
National School	Pre-test	163.75	24	14.26	2.91
	Post-test	157.13	24	19.93	4.06

The related statistical information is provided in Table 37.

Table 37  
Wilcoxon signed-ranks test results of the GCS at the National School

		<i>Ranks</i>	<i>N</i>	<i>Z</i>	<i>p</i>
National School	Pre/Post test Scores	Negative Ranks	15 <sup>a</sup>	-1.301	.193
		Positive Ranks	9 <sup>b</sup>		
		Ties	0 <sup>c</sup>		
		Total	24		

a. posttest < pretest b. posttest > pretest c. posttest = pretest

*Paired samples t-test results of the Global Citizenship Scale (GCS) at the International School*

Differently, at the International School, however, there was a statistically significant difference in the scores for the developmental levels of global engagement in the first year of DP ( $M=148.86$ ,  $SD=15.23$ ) and the levels of global engagement in the second year of DP ( $M=138.79$ ,  $SD=15.37$ );  $t(27) = 2.75$ ,  $p = 0.010$ . Unfortunately, the difference in means shows a decrease rather than an increase in developmental levels. The related descriptive information is provided in Table 38.

Table 38  
Descriptive statistics of the GCS at the International School

		<i>M</i>	N	SD	Std. Error of Mean
International School	Pre-test	148.86	28	15.23	2.87
	Post-test	138.79	28	15.37	2.90

The related statistical information is provided in Table 39.

Table 39  
Paired samples *t*-test results of the GCS at the International School

	Paired Differences					<i>t</i>	df	Sig. (2-tailed)
	<i>M</i>	SD	Std. Error of Mean	95% Confidence Interval of the Difference				
International School	10.07	19.36	3.65	Lower 2.56	Upper 17.58	2.75	27	.010

*Paired samples t-test results of the Global Citizenship Scale (GCS) at the Additional School*

At the Additional School, there was no significant difference in the scores for the developmental levels of global engagement in the first year of DP ( $M=153.70$ ,  $SD=15.39$ ) and the levels of global engagement in the second year of DP ( $M=152.10$ ,  $SD=17.00$ );  $t(19) = 0.30$ ,  $p = 0.763$ . These results suggest that Additional School students have not improved, and even slightly decreased, in their levels of global engagement after one year of exposure to IB education. The related descriptive and information is provided in Table 40.

Table 40  
Descriptive statistics of the GCS at the Additional School

		<i>M</i>	N	SD	Std. Error of Mean
Additional School	Pre-test	153.70	20	15.39	3.44
	Post-test	152.10	20	17.00	3.80

The related statistical information is provided in Table 41.

Table 41  
Paired sample *t*-test results of the GCS at the Additional School

	Paired Differences						t	df	Sig. (2-tailed)
	<i>M</i>	SD	Std. Error of Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Additional School	1.60	23.4	5.24	-9.36	12.56	0.30	19	.763	

*One way ANOVA with repeated measures results of the Global Citizenship Scale (GCS)*

There were 72 students from three schools that took the pre and post-tests of global engagement survey. As shown in Tables 36, 38 and 40 for descriptive statistics of the GCS at the three schools;

- From the National School group, 24 participants had an average score of 163.75 in the pre-test ( $SD = 14.26$ ); an average score of 157.12 in the post-test ( $SD = 19.93$ ).
- From the International School group, 28 participants had an average score of 148.86 in the pre-test ( $SD = 15.23$ ); an average score of 138.79 in the post-test ( $SD = 15.37$ ).
- From the Additional School group, 20 participants had an average score of 153.70 in the pre-test ( $SD = 16.08$ ); an average score of 152.10 in the post-test ( $SD = 17.00$ ).

The results indicated that the effect of time is statistically significant,  $F(1, 69) = 5.612, p = 0.021$ .

A one way ANOVA with repeated measures was conducted to compare the effect of time (one year spent in DP) on the levels of students' improvement levels in global engagement in the pre-test and post-test conditions at three schools. Normality checks and Levene's test were carried out and the assumptions met. The results of one way ANOVA with repeated measures indicated that there was statistically no significant difference among schools, Wilks' Lambda = 0.975,  $F(2, 69) = 0.894, p = 0.414$ . The related statistical information is provided in Table 42.

Table 42  
 One way ANOVA with repeated measures results of the GCS

		Multivariate Tests							
		Value	<i>F</i>	Hypot . df	Error df	<i>p</i>	Partial eta squared	Noncent. Parameter	Observed power
Time	Wilks' Lambda	.925	5.612	1.000	69.000	.021	.075	5.612	.646
Time* schools	Wilks' Lambda	.975	.894	2.000	69.000	.414	.025	1.788	.198



## **CHAPTER 5: DISCUSSION**

### **Introduction**

The previous chapter described the findings and results of the research study. This chapter connects the literature review, methodology, and results of the study by synthesizing and elaborating on the study's outcomes. Chapter five, which provides the conclusions of the study, consists of six parts: a) overview of the study, b) major findings and conclusions including recommendations, c) implications for practice, d) implications for further research, e) limitations, and f) a summary conclusion to the study.

### **Overview of the study**

IB Schools are charged with the responsibility of promoting international-mindedness in the pursuit of “a better and more peaceful world” (IB mission statement). Hence, this in-depth mixed-methods case study with its embedded design clarified the development, implementation and assessment of international-mindedness and its related concepts (multilingualism, intercultural understanding and global engagement). The study was conducted in different school contexts (two IB continuum schools along with one additional DP non-continuum school in Istanbul).

The first and second research questions addressed students' and staff's general perceptions of the challenges to and supporting practices of IM, including its pillars, with specific attention to the DP core components of CAS, TOK and EE. The third research question analyzed students' intercultural understanding and global

engagement by comparing results from a face-to-face online pre-test to an online post-test.

The qualitative data was obtained through semi-structured interviews conducted one-on-one with administrators and core component coordinators and through focus group discussions with groups of students and advisor teachers. The focus groups were helpful in terms of obtaining participants' perceptions about the forms of support for and challenges to international-mindedness within the core components (CAS, TOK, EE). The qualitative data were analyzed using a common thematic approach.

The quantitative data was obtained through online surveys (Demographic Information Survey, Intercultural Development Inventory and Global Citizenship Scale). The quantitative data were analyzed descriptively and inferentially. Paired sample *t*-tests were used to see if there was a significant difference in terms of students' improvements in their levels of intercultural understanding and global engagement after a year in the DP.

Overall, this research focused on students' and staff's perceptions of the forms of support for and challenges to the development of IM in the core components (CAS, TOK, EE), as well as on the students' levels of intercultural understanding and global engagement. The findings of this study will help other schools to reflect on and evaluate their approaches, strategies, policies and practices to foster IM in their own unique school settings.

## **Major findings, conclusions and recommendations**

This section presents the major findings, conclusions on the implementation and development of international-mindedness based on the research questions of the study. Implications and recommendations are also included as part of the research question findings discussed.

### **Findings related to the first research question**

Research Question 1: How do DP students and staff:

- a. Perceive how the development of IM has been supported by their school culture?
- b. Identify challenges to developing students' international-mindedness?

#### *Research Question 1 (a): Support of IM by school culture*

Extracurricular activities related to international experiences (i.e., clubs, conferences, and whole school activities) provide opportunities most for fostering intercultural understanding and global engagement.

The qualitative findings of this study focused on schools' culture support for international-mindedness (i.e., school environment, pedagogical strategies and policies and professional development). More than the school mission, the diversity of the school community, displays around the school culture, pedagogical strategies or policies, extracurricular activities (and whole school activities) related to international experiences were perceived to be the strongest support for fostering IM, specifically for intercultural understanding and global engagement. For instance, at the National School, results indicated that attending conferences with other IB schools such as the international Theory of Knowledge and Model United Nations



conferences, European Youth Parliament and Global Issues Network clubs, and cultural trips organized abroad enabled students to develop their intercultural understanding and global engagement. At the International School, International Day was discussed by participants as a whole school activity where IM was supported. At the Additional School, it was mentioned that student-led MUN or European Youth Parliament (EYP) activities helped students develop their collaboration, organization and communication skills. Participants from the three case schools asserted that clubs and activities in which they were involved helped them greatly to develop their IM.

Therefore, this current study concludes that school-based activities play an important role in contributing to the implementation of IM. “In educating for global citizenship, arranging special events or occasions or slanting regular events can be a good place to start” (Roberts, 2009, p. 45). The OECD brochure entitled *Global Competency for an Inclusive World* explains about the importance of activities in a school context clearly:

The cost of ignorance of other cultures is so high, including the dangers of conflicts and crimes, that it is vital to invest in activities necessary to clarify, teach, promote, enact and support global competence and global citizenship (UNESCO, 2013, p. 18).

Balyer and Gündüz (2012) add that clubs and social activities can be considered “as strategic tools that help diminish effects of the negative behaviors” (p. 5) such as violence, bullying, drugs and so on. Furthermore, in Eccles, et al.’s (2003) review, they indicated that “participation in extracurricular and service learning activities has also been linked to increases in interpersonal competence as well as ... more active participation in the political process and other types of volunteer activities...” (p. 867). Hence, activities should be organized by schools to give students authentic and

real life experiences to gain lifelong learning skills. The recent study by Hacking, et al., (2017) which focused on identifying the promising practices of IM from schools all around the world, showed how students gained IM with the help of attending activities. They suggest that “events (i.e., contests, forums, and academic and cultural trips) provided students with opportunities to develop their international mindedness through intercultural exchange and intellectual engagement” (p. 74). Similarly, Sriprakash, Singh, and Qi, (2014) in their study with schools from Australia, China and India, found that schools successfully implemented IM “through organizing academic conferences, seminars and forums, and disseminating participants’ perspectives” (p. 5). Hence, as also found in the present study, clubs and social activities play a significant role in providing rich opportunities to students to develop their intercultural understanding and global engagement.

Students’ positive experiences about the extracurricular program at their school may motivate them to continue to be involved in activities in their future lives. Tarc and Beatty’s (2012) study showed that DP students were more engaged in IM related extra-curricular activities at the university level because they were already involved in cultural clubs, human rights clubs, service work, and so on. It is important to remember that students’ involvement in these activities is voluntary and optional; therefore, rather than discouraging students to take on new challenges, they can help students to leave their comfort zone and be enthusiastic and eager to take on a new journey. As Davies (2006) points out “for global citizenship education to have a real impact, it would need to be set within a learning environment which not only taught knowledge and skills, but which enabled comfort with uncertainty and fluidity” (p.18).

*Research Question 1 (b): Challenges to IM*

Various challenges contributed to undermining the implementation of IM such as 1) taking the development of IM for granted, 2) the ambiguity in the definition and practice of IM, 3) time constraints, 4) lack of explicit teaching and learning strategies, 5) lack of assessment and evaluation tool for IM, and 6) insufficient professional development opportunities for faculty.

*1) Challenges to IM: taking the development of IM for granted*

The most noteworthy challenge observed and analyzed by the researcher was that IM may be taken for granted and that it needs to be implemented with intention. At the International School, both teachers and students struggled to identify curricular supports for developing international-mindedness. In fact, some students considered IM to be an inherent trait or something that one develops on their own; they did not see the role of schooling for fostering IM.

Several school leaders at both the International School and Additional School indicated that the international makeup of the school may lead international-mindedness to be taken for granted. Ironically, therefore, schools with a diverse student and staff population found that their very diversity presented a unique challenge to fostering international-mindedness. Many students from these schools felt they were becoming more internationally-minded simply by being in an international school. The Additional School relied on the international staff coming from different backgrounds and their interactions with the students. This attitude clearly indicates how IM was taken for granted as embedded in the school by its diverse population.

This present study found that that the case study school with homogeneous population strives to foster IM through varied practices, while the case study schools with the diverse populations may struggle to foster IM. The National School did not assume IM was a fixed trait that developed naturally. The school's curricular and non-curricular planning was driven by its guiding statements to promote international-mindedness. To exemplify, TOK classes (especially TOK presentations) and TOK conferences were uniquely benefitted by exploring issues of global significance explicitly and purposefully. At the National School, other than the common examples of language and literature courses promoting intercultural understanding through studying languages of different cultures, the IB school-based syllabus course TITC (Turkey in the 20<sup>th</sup> Century) was a unique example that helped students explore international perspectives. In addition, as an example of non-curricular supports, the extracurricular activities especially European Youth Parliament (EYP), Global Issues Network (GIN) and Model United Nations (MUN) activities were designed to foster intercultural understanding and global engagement at this school. The National School had a wide range of visual indicators showing a commitment to IM such as "Equality, Justice and Freedom Project," "21<sup>st</sup> March Elimination of Racial Discrimination Day celebration," "More Peace and More Serenity Projects," "Extinct and Endangered Animals Poster," "Eco-schools Program: Biodiversity Projects."

As for the International School and Additional School, IM was perceived to be important because the community itself represented a heterogeneous profile of students with families or teachers from around the world. There was an assumption that IM is important because it is embedded within the international or diverse

community. Cause (2011) points out that “developing international-mindedness will not happen through the ‘melting pot’ solution simply by putting children of different nationalities in the same classroom. These things may contribute, but by themselves they will not develop internationally-minded students” (p.17). The present study further supported the idea that a culturally diverse setting will not naturally lead to IM. Hence, schools need to take purposeful and planned actions to employ strategies to benefit from its diverse community.

## *2) Challenges to IM: ambiguity when defining and practicing IM*

Conceptualizing IM was difficult for all the case study schools because it was perceived to be ambiguous and vague. In addition to the vagueness of the term and its definitions, it was noted that it is hard to collect evidence of students’ development of international-mindedness. This finding is also reflected in the literature. “The deficiency of literature, along with the clashing themes may lead educators to the idea that the term international-mindedness is too vague and cannot be achieved (Cause, 2011, p. 35). Sriprakash, Singh, and Qi’s study (2014) illustrates this problem from parents’ and teachers’ perspectives: while IM was valued by parents, teachers criticized it as being narrow and inadequate. Basically, if stakeholders find it challenging to describe IM, how can schools determine specific strategies to teach and evaluate it?

As a suggestion to deal with this issue, schools can do an online survey to collect perceptions about what IM refers to or mean to them for creating a shared understanding of IM. It is important to remember that “educators ... must not promote their own interpretation of the attributes or values of international-

mindedness as the only acceptable way of being internationally-minded (Cause, 2009, p. 13). Then, this may lead to developing a policy or an action plan about how to implement IM in different curricular and non-curricular ways. This study also suggests that schools can have a volunteer based IM committee representing different stakeholders such as students, parents, teachers, administrators who can analyze perceptions of IM and develop a brochure about what IM is like for their school setting. Moreover, schools can order resources about global citizenship education and do professional development sessions on global citizenship for all stakeholders at the school.

### *3) Challenges to IM: time constraints*

DP was perceived as intense academic curricula, with many students focusing on university requirements for grades. Especially, at the National School and the Additional School, it was found that there were time constraints to practice IM due to the heavy emphasis of the mandatory national curriculum. Participants at each school explained that they struggled to meet the needs of the IB program because of the time constraints to integrate and teach both the MoNE (Ministry of National Education) and DP curricula together or the challenges of priorities given the importance of exams placed by the IB, students, and parents on earning the IB Diploma. This finding indicates that the realities of the educational system in the IB highlight the tension between the demands for assessment for students' futures in terms of tertiary education and the philosophy of the IB as being more than just about academic requirements.

This tension related with time constraints, stress over exams, and preparation for university examination is also reflected in the literature, as well. Tarc (2009) points out that students “favor the objective of university access over international understanding” (p. 33). Empirical study conducted in India, Australia and Hong Kong contexts by Rizvi, et al., (2014) supported this point that students deal with the time pressure and the intense focus on examinations within the DP, which becomes a barrier for them to develop their IM skills and dispositions. Similarly, in their study, Lai, Shum and Zhang (2014) support the view that especially families from Asia attach much attention and importance to the students’ academic achievement in exams in that “strong competitive academic ethos among Asian parents was thought to constrain the development of international mindedness among the students” (p. 82).

Considering the Turkish context, Martin, Tanyu and Perry (2016), point out that “the competitive Turkish national university entrance examination – administered at the end of high school and required for entrance to Turkish universities– emphasizes academic achievement by assessing knowledge acquired through rote learning” (p.121). Therefore, similar to students from Asia, Turkish students who especially plan to stay in Turkey to study for their university become exam-oriented individuals due to their parents’ high expectations. Thus, they get stressed over this university entrance exam based on knowledge, not skills. Bearing in mind these limitations and challenges, schools need to take their actions about the enactment of IM accordingly.

Obviously, there is no easy way how to cope with this limitation. However, when schools are aware of this problem occurring in their school, they can work with their

counselors to think about unique ways of dealing with this stress. This is important because schools which implement the IB programs successfully help students become more academically successful at their tertiary education. The study by Sagun, Ateşkan and Onur (2016) supports this view that the IB develops a better student profile for university life compared to students who only go through the Turkish national education program. This study revealed that Turkish DP students had higher cumulative grade point averages, higher individual course grades (especially in English) in their university and higher graduation rate.

#### *4) Challenges to IM: lack of explicit teaching and learning strategies*

Schools did not have any specific direct written procedures or policies on IM, other than the links to IM addressed in their unit planners. Hacking, et al., (2017) point out that the development of IM should be planned with a school strategy and policy. “IM should not be viewed as something that happens as a matter of course in an IB world school” (Hacking, et al., 2017, p. 57). Similarly, Beek (2017) strongly recommends that “international-mindedness in IB Schools warrants school-based policy and a process of re-contextualization of the central aims of the IBO” (p. 28). These recommendations from recently conducted empirical research on IM as well as the research finding from this current study indicate the need for schools to create their own unique policies or procedures to foster IM.

As schools attempt to document their unique way of implementing IM explicitly through curriculum, pedagogy, assessment, and school ethos, it is important to remember that “international mindedness involves a whole suite of key competencies, understanding, awareness and actions related to being global citizens



and entails both cognitive and affective components (Lai, et al., 2014, p.78).

Referring to Gardner's continuum of human development (Gardner, 1981), Cause (2009) points out that:

International-mindedness may not be entirely possible in a young child, or may present itself differently in a young child who still thinks egocentrically. Therefore, having the same model exist throughout all three IB programs without accommodating for students whom are all at different stages of development may be idealistic and to put it bluntly, quite unrealistic (p. 11).

It should be noted that the current study only focused on the IM development of students aged 16-18 from secondary schools. However, considering Piaget's theory of cognitive development that children move through four different stages of mental development (1977), the findings and implications for students' development of IM from this research should not be generalized to all students from different age groups.

##### *5) Challenges to IM: lack of assessment and evaluation tool for IM*

All participating schools mentioned the difficulty with evaluating and assessing IM. For the most part, participants did not think that IM was directly evaluated by the IB assessment tools and rubrics of the core components. At the International School, participants explained their hesitations about whether IM is even measurable at all. Also, participants at the Additional School were also unsure how one could measure to check if students were achieving it or not.

The reason why schools did not use any assessment tools to measure or evaluate students' development of IM can arise from the lack of "a culturally unbiased

instrument or process for measuring IM” (Duckworth, Levy & Levy, 2005, p. 304). Castro, Lundgren and Woodin (2013) also point out that assessment of international-mindedness is underdeveloped in IB documents. They further suggest that the development of an assessment tool for IM is necessary to clarify teaching and learning outcomes of IM. From this point of view, it is possible that schools may have difficulty in finding instruments to assess or evaluate how students are performing in terms of their development in international-mindedness in their own unique setting.

However, in their literature review, Singh and Qi (2013) suggest that there are various assessment instruments that are available (i.e., Global-Mindedness Scale, Global Perspective Inventory, Global Citizenship Scale, Cultural Intelligence Scale, Global Competence Aptitude Assessment) to assess IM. They point out that “optimal measurement of 21<sup>st</sup> century international-mindedness requires a combination of instruments, which could reveal the in/consistency in findings across different measuring methods, and also account for multiple competencies inherent in international-mindedness” (p. 4).

In fact, schools use different combination of qualitative and quantitative assessment tools such as “student interviews, ... student papers and presentations, student portfolios, observation of students by others/host culture, professor evaluations (in courses), and pretests and post-tests” (Deardoff, 2006, p. 248). In relation to other tools of assessment for global citizenship, in his book entitled *Educating for Global Citizenship*, Roberts (2009) suggests that schools can develop global citizenship rubrics for self or peer-assessment as well as ask students to keep global citizenship

portfolio consisting of files and journals with reflections and their evidences of development of IM. Yet, Hacking, et al., (2017) cautions that assessment for learning should be “informative and self-referenced, rather than formal and a measurement” (p. iii). In addition, Koester and Lustig (2015) cautions that self-reports they do not provide adequate assessment of intercultural competence on their own.

Prior research findings show the importance of assessment of IM for reflection and self-evaluation. “If we value international-mindedness, then it follows that we must assess the concepts, skills, knowledge, and attitudes that define it” (Davy, 2011, p. 5). Despite the fact that whether IM is measurable or not is still an ongoing discussion, as discussed above, there are tools available that schools can use to reflect upon how students develop their IM related skills and dispositions. However, schools should remember not to adopt an assessment approach from another school in a direct way because “good practice in one school in one context might not be appropriate or effective in others and thus that looking for *good* practice alone would not necessarily be helpful” (Singh & Qi, 2013, p. 12). Hence, rather than attempting to find out to what extent students achieve IM successfully, schools look for collecting evidences of students’ IM experiences. As Davy (2011) points out “we need practical examples of authentic assessment of open-mindedness, perspective-taking and intercultural understanding in all IB programs” (p. 5).

6) *Challenges to IM: insufficient professional development opportunities*

All participating schools noted that there was insufficient support of professional development (PD) on IM. Almost no participant mentioned any IB workshop,

internal or external, focused directly on IM related issues. It was noted that PD on international-mindedness was seldom covered at each school.

The need for professional development sessions or trainings for teachers has also been reflected in the literature. Duckworth, Levy and Levy (2005) suggest that “professional development programs... will produce faculty who can succeed in diverse settings” (p. 285). This shows the importance of PD sessions for faculty to develop their own IM. Some participants from the current study expected not only the school, but also the IB to integrate how to foster IM into PD sessions or trainings more explicitly and directly. Similarly, Hacking, et al., (2017) also found that “there is a need for more dedicated IM PD” (p. 58) because PD was perceived to be an important work of schools in terms of their approach to IM.

One way of planning for staff professional development at school could be through using various instruments to have teachers evaluate and reflect upon their own development of IM. For example, Macpherson (2017) used the Global Competence Aptitude Assessment (GCAA) to assess IM with the multi-cultural and multi-lingual staff of an IB Primary Years Program (IB PYP) school in Northern Iraq. She found “a significant difference in international mindedness between two groups of staff members – those from Iraq and surrounding countries (Turkey, Greece, Azerbaijan) and staff from Western countries” (p. iii). Macpherson (2017) suggests that the teachers’ and administrators’ reflections on the GCAA can be used for developing an induction program as well as PD program for the faculty to foster IM.

The researcher suggests schools can choose relevant, applicable and appropriate instruments for evaluating teachers' international-mindedness. It should be noted that this instrument should be only used for reflection and evaluation, not as a tool for hiring process for new teachers or evaluating continuing teachers' work performance. Otherwise, it is possible that teachers may not self-report their thoughts and feelings honestly and sincerely.

As teachers are instrumental in developing students' international-mindedness, it is important that teachers have the opportunity to develop their own IM. One way to do this can be through preparing student-teachers to be "culturally responsive" (Goh, 2012, p. 405). Ateşkan's (2016) study on pre-service teachers' cultural and teaching experiences abroad shows that the pre-service teachers "expanded their knowledge of a new culture and adapted to a new working environment" (p. 135). Gaining an awareness of different cultures need not involve extensive and expensive travel, of course. For example, student-teachers can visit schools with exemplary or promising practices of international-mindedness and work with the mentors there to observe effective strategies of fostering international-mindedness in a school context. These effective strategies could be the use of the autobiographical approach in a diverse setting, videoconferencing with international community on intercultural issues, involvement in global collaborative community service projects, running clubs/activities related to international experiences, etc. Hence, these pre-service teachers who have had opportunities through travel to become more internationally-minded individuals can be better equipped to teach in multilingual and multicultural environments and to in turn develop internationally-minded individuals.

In conclusion, as it was found in the prior research by Hacking, et al., (2017), “the development of IM should be intentional and planned through a school’s vision, strategy, policy and practice; IM should not be viewed as something that happens as a matter of course in an IB world school” (p. 57), the main suggestion of this study to overcome the above-mentioned challenges is that IM requires purposeful and attentive experiences. It should be noted that “intercultural learning does not happen by chance” (Hill, 2000, p.35, as cited in Jackson, 2005, p. 200). Therefore, each school with its own unique setting, population, needs, and mission may employ different techniques or strategies to approach the enactment of IM. Hacking, et al., (2017) support this view that:

The operationalization of IM in practice is highly contextualized and dependent upon local factors including geographical, political, religious, social and cultural...There is therefore a case for viewing IM practice through a lens that accepts that each school has a unique setting, and context of operation. There are numerous limitations placed upon schools, which inhibits the creation of a ‘one-size fits all’ model for IM practice, or assessment (p. 147).

The intentional and explicit ways that were suggested by the research participants to develop IM included: a) reflection journals for students to reflect upon their IM experiences and note their areas of improvement, b) unit planners and lesson plans which integrate not only the learner profile attributes, but also links to how the specific targeted topic fosters the development of IM, c) professional development sessions or orientation sessions specifically designed on the support, practice, assessment, and implementation of IM, d) curricular and extracurricular planning on the practices of international-mindedness, e) recognition of IM as a norm within the ethos and climate of the school with the help of a broad and balanced curriculum as well as a cultural diversity of students and staff, f) stakeholders acting as role models of internationally-minded individuals for students.

Furthermore, Roberts (2009) suggests assemblies, theme weeks and months, displays, visits and community connections to enact IM explicitly at a school context. Additionally, Hacking, et al., (2017) put forward that IM should be modelled by teachers, reflecting the importance of IM in terms of “more is caught than taught” (p. 96). These role model teachers, or “culturally responsive teachers” (Goh, 2012, p. 405), should intentionally be looking for ways to teach their students about how to interact with people from different cultures and raise their students’ awareness about global issues and show them ways how they can be engaged in resolving these problems.

### **Findings related to the second research question**

Research Question 2: How do staff and students perceive how:

- a) multilingualism, intercultural understanding and global engagement are supported and challenged?
- b) TOK, CAS, EE core components are practiced to foster multilingualism, intercultural understanding and global engagement?

*Research question 2 (a): Forms of support for and challenges to multilingualism*

Multilingualism is supported by a bilingual culture and program; however, it is challenged by an emphasis on English and by time restrictions. Multilingualism is supported by a bilingual culture and program because students were expected to take first and second (foreign) language and literature courses. In the foreign language classes, case study students studied translation and language issues, cultural norms and cultural heritage. Additionally, the present study showed that students from each school had varying degrees of foreign language proficiencies. Students developed

these language proficiencies with the help of their own interests as well as additional support of foreign language they learned when they were in MYP. For example, all the students from the National School listed at least one foreign language that they spoke at a beginner or intermediate level (frequently listed: French, German, and Spanish). Almost all students from the International School listed at least one other language that they spoke at a beginning or intermediate level (i.e., frequently listed: Spanish, French, Turkish; less frequent: Russian, Arabic, Portuguese, Chinese, Japanese, and Korean). Almost all of the students from the Additional School listed at least one foreign language that they spoke at a beginner or intermediate level (frequently listed: French, German, Spanish and Korean).

The finding about support for multilingualism is especially reflected in the IB documents. “Language is integral to exploring and sustaining personal growth and cultural identity” (Towards a continuum of IB education, p.25). From this point of view, students in the IB are expected to take one course from studies in Language and Literature; language acquisition; Individuals and Societies; sciences; mathematics; and the arts. Instead of the arts, they can choose to study additional sciences, individuals and societies, or languages course. However, they are required to study one subject from the DP Group 2: Language Acquisition.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language (IBO, n.d).

Thus, bilingual culture and program that the IB creates at schools supports students to develop their foreign language competencies.



On the other hand, multilingualism was commonly challenged by an emphasis on English because the medium of instruction was English. It was also criticized by teachers that there was only focus on the Anglophone cultures in English B courses, so students tended to learn more about Western cultures than Eastern cultures. The overuse of English in the IB curriculum was noted as detrimental to learning their other languages. Multilingualism was also challenged by time restrictions. Since languages require immersion in a culture to develop fluency, for example, at the National School students did not have time to take “the third language”. Similarly, it was also claimed at the International School that Language B students did not have enough time for language learning.

As for the challenges to multilingualism in the literature, in spite of not being directly linked to study finding on the western approach criticism in second language offerings, Walker (2010) found that “the learner profile does indeed reflect the strong Western humanist foundations of the IB” (p.3). This finding is consistent with the present study’s finding about how Anglophone culture was dominantly being explored in the foreign language classes, especially at the National School and Additional School.

In addition to developing students’ foreign language competencies, the bilingual culture and program that the IB provides also helps students to develop their intercultural understanding, as well. It is considered that second language learning involves learning not only about the foreign language, but also about the foreign culture (Castro, Lundgren, Woodin, 2015, Hacking, et al., 2017, Kim, 1988, as cited in Hayden, Rancic and Thompson, 2000, p. 112; Kumaravadivelu, 2008, as cited in,

Kormos, Csizér and Iwaniec, 2014, p. 151; Muller, 2012). While speaking a foreign language is not considered to be a pre-requisite of being internationally-minded (Hayden, Rancic & Thompson, 2000), it supports students to be “interculturally aware” (Towards a continuum of IB education, p.25) with the help of the cultural texts they analyze. Although this study did not show a close link or relationship between multilingualism and global engagement, the literature suggests that students who speak more than one language can perceive the world in a different way and can be more competent to deal with cultural issues they confront and also operate more successfully for “diplomacy, business and getting a job in the future” (Hacking, et al., 2017, p.63).

When schools experience difficulties in terms of incorporating varied foreign languages into their academic programs, they are recommended to collaborate with parents, students or community members who are proficient in languages students are interested in taking. These stakeholders can offer after school language clubs or activities where they explore about “ideas of friendship, education, belief and history” (Hacking, et al., 2017, p. 64). These activities can be open to students interested in and motivated about learning different languages and exploring different cultures. Student interest and motivation are important factors of learning a foreign language as it was shown in the study by Csizér and Kormos (2008) that “it is motivational intensity rather than the language being studied that affects what factors predict how much effort a given group of students is willing to invest in language learning” (p. 30).

*Research question 2 (a): Support for and challenges to intercultural understanding*

Intercultural understanding is supported by a diverse community, academic courses in the DP, and students' own interests; however, it is challenged by the lack of intercultural encounters. Intercultural understanding is supported by a diverse community and through establishing cross-national interactions, appreciation of other cultural backgrounds and gaining different cultural knowledge and ways of thinking. Intercultural understanding is also supported by the following academic courses in the DP:

- Turkey in the 20<sup>th</sup> century: exploring international perspectives while looking at historical event in the world and relating it to Turkey
- Language and Literature: exploring other cultures while studying visual, spoken or written texts from foreign authors
- Math: studying notations from other cultures or mathematicians from other cultures or how language affects mathematical thinking
- Geography: examining issues such as the western media's biases in reporting international news.

Outside of the school context, students' interests and hobbies also further supported their intercultural understanding. Participants noted how they participated in sports that crossed national boundaries, remarked on their cross-cultural interests or expressed how much they liked to travel and take trips that allowed them to explore new cultures. This illustrated that students at each school took actions that fostered their own development of self-awareness, intercultural communication and global knowledge.

However, intercultural understanding is challenged by lack of intercultural encounters. Participants especially from the mono-cultural environments focused on the diversity as a constraint to intercultural understanding because they could not engage in any intercultural conversations during our outside of class time. Hence, whether it is more valuable to spend time with people from other culture than studying internationalized curricular programs for gaining intercultural understanding is worth discussing.

The finding on intercultural understanding is mostly reflected in the literature, as well. Having a diverse community at school can support students from culturally different backgrounds to have intercultural interactions. The cultural environment nurtures IM in schools described as “international, diverse, multicultural, heterogeneous and open-minded” (Özakman, 2017, p.95). As proposed by the “contact hypothesis” (Allport, 1954), the contact with different cultures can help students to reduce their bias and gain respect and affection towards each other, Roberts (2009) cites Pettigrew and Tropp’s study (2000) which found that having contact with people from culturally different groups reduced prejudice. However, it is important to remember that immersion in a culturally diverse environment does not naturally lead to greater respect, tolerance and understanding, as shown by Jackson’s study (2015) that education abroad students did not benefit from their stay in the host environment and experienced little or no gains in intercultural sensitivity. Hence, schools should incorporate specific strategies and objectives in relation to how to promote intercultural understanding in their DP curriculum. Hacking, et al., (2017) found that IB curriculum offers many distinct opportunities for students to develop their international-mindedness, especially enacted in the classroom

discussions related to the difficult and controversial topics in social science classes (Schweisfurth, 2006).

Purposeful and intentional guidance is needed to ensure that students benefit from these intercultural interactions and they need to be “embedded and explicit in school activities, curriculum planning and the overall school vision” (Sriprakash, Singh & Qi, 2014, p.5). Schools can incorporate intercultural understanding in both their curricular and extracurricular activities to enable students to value their own cultural beliefs and to cultivate mutual respect among diverse cultures. To exemplify, schools can offer various foreign language and literature courses or language and culture clubs to provide students with opportunities to learn about the different cultures of their target languages and thus develop their intercultural understanding (Castro, Lundgren and Woodin, 2013; Davy, 2011; Duckworth, Levy and Levy, 2005; Hacking, et al., 2017; Hayden, Rancic and Thompson, 2000; Hornbuckle, 2013; Muller, 2012; Risager, 2007). Students in such classes or clubs can perform traditional dances, sing traditional songs or perform plays of the various cultures they are studying in special occasions such as whole school assemblies and ceremonies. In this way, when foreign language ability is matched with knowledge and understanding of the target foreign culture (Byram, 1997), these multilingual students can increase their cultural awareness and appreciate different cultural habits, customs, and traditions.

Another way of promoting intercultural understanding can be through establishing digital international connections through videoconferencing with schools to create dialogues on intercultural issues or partnerships on international service projects or

international conferences such as “Model United Nations, TOK forums and International Olympiad for Linguistics...academic conferences, seminars and forums” (Sriprakash, Singh and Qi, 2014, p. 5) for promoting intercultural understanding especially at the mono-cultural school environments. At the multi-cultural school environments, schools can benefit from autobiographical approaches, using the class diversity as a resource. Teachers should remember to go beyond the visible aspects of culture of a society (i.e., food, language, music, dance, dress, festivals, etc.), and rather have students explore the notion of self, the concept of justice, fairness, gender roles, assumptions, norms, and so on (Hall, 1976).

*Research Question 2 (a): Support for and challenges to global engagement*

Global engagement is supported by academic courses in the DP and by visual aids (i.e., displays); however, it is challenged by the difficulties faced during proposing or completing service projects in CAS. A variety of academic courses in the DP were reported to support global engagement. For example, teachers and students noted that English B was particularly useful for global engagement as students understand global issues such as “immigration, globalization, global warming.” Mathematics helped students “predict a model for the future’s environmental problem.” Arts helped students explore identity issues (i.e., art project on Syrian refugees).

During the school tour, the researcher noted visual aids (displays) promoting awareness on global issues. The visual posters (i.e., Extinct and Endangered Animals; Eco-schools: Biodiversity; Elimination of Racial Discrimination; Equality, Justice and Freedom; Gay-Straight Alliance; Refugee Outreach; More Peace and More Serenity, etc.) illustrated a commitment to the sustainable development.

From this point of view, this present study suggests that schools can incorporate global engagement in their curricular and extracurricular practices to encourage students to care about the local and global problems. Students from the case study schools were involved in community service projects in CAS mainly related to environmental problems, gender inequality, refugee problems, minorities such as disabled or disadvantaged people. Schools can organize more varied activities to raise awareness about identified problems occurring in the local community, but still part of a global issue (i.e., refugee problems, poverty, violence towards women, LGBT movement, child brides from the Turkish context). Rather than starting the community service program at the DP level in CAS, the present study recommends that schools can implement a community service program at the whole school level. There can be extracurricular activities such as clubs or social activities in each grade level where students and teachers (perhaps with parents) get together for a shared aim to help resolve a local, but still a global issue. This will enable students to understand the logic of service rather than complete it as part of a requirement in CAS for the DP.

Also, as Bhavnani (2013) suggests, schools can become globally minded without going anywhere through technology that connects across cultures and geographical regions. It can also be done through creating globally-oriented displays, or looking for teachable moments (i.e., global warming, pollution, hygiene health, diseases, drugs in science classes). Since display boards are strong indicators of global engagement for raising awareness and global knowledge, schools can designate places for students and teachers to share service projects carried out in the community successfully along with students' written and visual reflections (letters,

photos, anecdotes, etc.) to motivate other students to take part in such service learning. Other than display boards, schools can also release newsletters or flyers weekly or monthly to gain the attention of stakeholders on certain global issues and encourage for their involvement (Bhavnani, 2013).

Yet, the present study found that global engagement was challenged by the difficulties faced during proposing or completing service projects in CAS. For example, students from the National School noted that seniors were not allowed to attend certain activities that may be linked to their global engagement, possibly due to preparations for IB mock exams and Turkish university entrance exam (YKS). Alternatively, lack of communication, lack of empathy rather than pity, lack of perseverance or withdrawing interest can be other examples of limitations to the development of global engagement.

The findings on global engagement are not extensively reflected in the literature. As for the challenges to promoting global engagement, there were no studies that directly explored the difficulties students experience while proposing or conducting their service projects in CAS. A few studies only discuss how global engagement should be implemented for fostering global citizenship. It is discussed that global engagement should be essential part of the pedagogy in the curriculum. As Muller (2012) points out, “the concept of community service needs to be expanded into the taught curriculum, so it forms an integral part of the learning process” (p. 122). When different courses from the DP make references to global issues, students can have the opportunity “to connect classroom content, literature and skills to community needs” (Berger Kaye, 2010, p. 9, as cited in Wasner, 2016 p. 245).



However, Tarc and Beatty's study (2012) showed that although IM is considered to be integrated across all subjects, "it is still compartmentalized by subjects" (p. 367). Especially mathematics and science teachers may not be clear about how to make their content relevant to civic-mindedness (Saavedra, 2014). This current study has also shown that most of the time, the humanities courses presented more opportunities than sciences and mathematics to gain knowledge about the issues of global significance, rather than engagement in taking actions to help solve global problems.

As for the challenges to global engagement students face with while proposing or conducting their service in CAS, the present study suggests that CAS advisors should not wait for students to do their reflection at the end of their service, but expect them to report to them about their progress on a regular basis as they continue providing their service. This can help teachers to remind students of ethical issues while providing their service. Other than that, as this study has shown, there may be contextual restrictions about conducting the service activities due to bureaucracy and socio-political environment. In order to cope with these limitations, schools can work more collaboratively with the Parent Teacher Association (PTA) to evaluate risks of conducting service projects in a different socio-political environment and make informed recommendations or develop strategies to deal with bureaucracy issue with the help of parental work networks or already established partnerships in the community.

*Research question 2 (b): How CAS is perceived to support IM*

This study showed that *service* component of CAS (rather than creativity and activity) fosters mostly global engagement through global collaboration with international students and organizations on global issues. The global engagement examples given from the participating schools were mainly collaborative community service activities that required an action to a local or global problem such as environmental problems, gender inequality, refugee problems, disabled or disadvantaged people and so on. All these examples of service projects illustrated distinct opportunities for developing students' service learning, defined as "students applying their knowledge, skills and talents toward authentic community needs to improve the common good while continuing to meet and exceed academic expectations" (Berger Kaye, 2016, p. 36, as cited in Wasner, 2016, p. 239).

In the literature, Wilkinson and Hayden (2010) also found that service component of CAS program provided students with the opportunities for "social involvement" such as "with the very rural local villages, farmers and children of Bombay's sex-workers who were either HIV positive and confined in a village with no hope of schooling or of ever leaving, or were handed over to an orphanage" (p. 94). Hacking's, et al., (2017), study indicated that the very nature of CAS program "in terms of its focus on thought, action and reflection made it a powerful mediator of IM...the important driver for promoting IM... not just knowledge and understanding but also engagement, action and emotion" (p.78). As supporting evidence, Saavedra (2014) found that students can gain the skills necessary for civic engagement with the help of CAS. However, CAS was not considered to foster IM to a large extent by DP students in some prior studies (Hayden, et al., 2017; Tarc & Beatty, 2012). It is

possible that students grasp the importance of their CAS experiences over time after graduation, as has been found by Wright (2015) who concluded that “the majority of participants reported that CAS was an important part of their IB experience, and a dimension of their schooling that has had a significant influence on their lives beyond school” (p.43).

It should be noted that the extent to which students develop global engagement is dependent upon the individual students’ level of motivation and their choice of service projects (i.e., local versus international problem based projects) (Saavedra, 2014). For example, Rizvi, et al., (2014) found in their study that in some cases students in the CAS program were more engaged in global problems and showed little concern or knowledge of local problems but in other cases, there also those who were connected to local needs better. However, it is not possible to claim that when students are connected to local issues, they are less globally engaged because “if students and teachers learn interdependence through community service in their local contexts, a genuine feeling for interdependence is just a short step away’ (McKenzie, 1998, p. 246, as cited in Jackson, 2005, p. 196). Hacking, et al., (2017) also state that local engagement is an important expression of IM.

From this point of view, students should be “change agents” (socially responsible representatives or role models to make a positive change in the community) who study at an “action-oriented” school where school ethos includes social responsibility in its guiding statements (Michetti et al., 2015, p. 157, as cited in Wasner, 2016, p. 244). This is an example of a clear indication of an explicit and purposeful pedagogy necessary for global engagement. So, with the right guidance and supportive

pedagogy in the CAS program, students can demonstrate social responsibility, global knowledge, intercultural awareness and sensitivity, open-mindedness, collaboration, empathy and in turn global engagement. Sriprakash, Singh, and Qi (2014) found that the most effective service was seen at schools where it was “integrated explicitly into all school activities and the overall school vision” (p. 3). The present study suggests that schools can benefit from the Parent Teacher Associations (PTA) to help them establish close connections with the community and the non-profit government organizations (NGO) to engage students in various service projects they are interested in (Martin, et al., 2016). Also, as Roberts (2009) suggests, schools can ensure that the needs of the community are identified by the community. Those who are involved in addressing the needs of the community should be “teachers and students working alongside each other on an equal footing” (p. 145), which will demonstrate a culture of service embedded in the daily life of schooling.

*Research question 2 (b): How TOK is perceived to support IM*

This study showed that TOK fostered intercultural awareness and knowledge for global issues. Participants explained that TOK course helped them in terms of showing respect, empathy and open-mindedness as well as gaining the skill of thinking from different perspectives, exploring cultural differences and cultural diversity, understanding one’s cultural beliefs and thoughts and appreciating other people’s perspectives on controversial issues or global problems (i.e., racial discrimination, freedom of speech, human rights, etc.). Participants shared that TOK course specifically helped them “have a view into different cultures” and gain different perspectives as part of having intercultural awareness and sensitivity through TOK presentations and class discussions related to ways of knowing and areas of knowledge. In addition to TOK promoting intercultural awareness, the TOK

course also helped students gain knowledge for global issues, too. Common examples of practices of global engagement from TOK centered on the class discussions and TOK presentations related with specific current global issues (i.e., female circumcision and child brides, environmentally friendly cars, arranged marriages, children brides, violence towards women, women rights, feminism, abortion, terrorism, visually impaired people, disabled people, etc.).

TOK supports the development of internationally minded individuals who can make a positive contribution to the world (Dombrowski, Mackenzie, & Clarke, 2010; Bergeron & Rogers, 2016; Öрге, 2017; Tarc & Beatty, 2012). In terms of intercultural awareness, TOK encourages students to appreciate other cultural perspectives through critical thinking. (Dombrowski, et al., 2010; Hill, 2011; Özakman, 2017; Wright, 2015). TOK especially helped them “to evaluate assumptions, think critically, and attempt to see from multiple perspectives” (p.359). As students exchange ideas on knowledge questions related with the ways of knowing and areas of knowledge, they can recognize that their arguments can be subjectively based on religious, cultural and social aspects. Wilkinson and Hayden, 2010) indicate how TOK students use their questioning skills for developing their intercultural understanding:

Having learned to exchange their ideas through debate, reasoned argument and questioning, it was but a short step for them to take the road to discovery: their cultures, music, dances, traditions and even an explanation of their religious beliefs were all openly discussed as a matter of course (p.93-94).

However, there is no empirical evidence from the literature that supports the finding of this study regarding how TOK course promotes knowledge for global issues.

Since “the most emphasized aspect of TOK is cultural differences” (Özakman, 2017, p. 97), TOK coordinators or teachers should also take into consideration how global knowledge or awareness about universal problems related with environment, human rights, and conflicts, etc. can be explicitly incorporated into TOK. For example, students can be encouraged to choose their TOK presentations on real life issues of global significance. Or, teachers can specifically seek for international topics of global significance from especially Human Sciences, Ethics and History as areas of knowledge or Language, Reason and Emotion as ways of knowing, which were found to guide the TOK discussions most (Özakman, 2017).

In addition, CAS, TOK and EE can be integrated in ways to potentially offer various opportunities for students to experience different pillars of IM. This study has also shown that students can get inspired from their TOK debates on issues of global significance in their TOK classroom discussions or TOK presentations to design or initiate a related community service project in CAS. Dombrowski, et al., (2010) propose that “TOK brings CAS into its classroom discussion as readily as it draws on the academic subjects, to enrich the students’ growing overview of what it means to know (p.28). Hence, this research suggests that TOK can precede CAS to ensure effective projects and activities. For example, as socially responsible students learn how to be comfortable with disagreement (Bergeron & Rogers, 2016), they can better design well-structured proposals for their CAS projects and deal with their emotions in a more balanced way to address the needs of the global problem issue. TOK course can also provide students with a platform for reflection on their service projects. To exemplify,

In undertaking activities with children with special needs, for example, or providing companionship for the aged and lonely, or

responding to community needs through cleaning and building, students gain a grounding in personal response and reflection that combines with their other life experiences to anchor TOK exploration of ethical knowledge in a variety of ways:

- what it means to make the world a “better” place (from different perspectives)
- what kinds of arguments can be made for responsibility to others (their justifications and their complexities)
- what implications for action might exist for students accepting such a responsibility for themselves (Dombrowski, et al., 2010, p.29).

*Research question 2 (b): How EE is perceived to support IM*

Extended Essay (EE) provides varied opportunities for fostering multilingualism, intercultural understanding and global engagement through students’ explorations of linguistic, cross-cultural and global issues, especially within the humanities. EE provided opportunities for developing multilingualism through exploring linguistic issues. For example, students from participating schools did an analysis of the linguistic elements in Obama’s speech, analysis of use of language through violence within American society or analysis of the use of language to understand the social structures of English. Researching process in EE further developed greater fluency in English for second language learners.

Students developed their intercultural understanding through the coursework in the Humanities (i.e., mainly from economics and literature, also philosophy, history, anthropology, world studies) subjects. Students developed their intercultural understanding by means of investigating cultural practices and perspectives and deepening their understanding of the culture in terms of the economic, social and cultural structures of different countries in their humanities EEs. Students also developed global engagement through searching about global issues more thoroughly and making a comparison of different cultures from different time and raising

awareness on global problems (i.e., related to immigration, health, safety). Similar to the examples of intercultural understanding, examples of global engagement also mainly derived from the humanities EEs.

There are few studies on the implementation and impact of EE in the literature. The existing studies are mostly related to academic benefits and outcomes of the EE (Aulls & Lemay, 2013; Inkelas, Swan, Pretlow, & Jones, 2013) rather than exploring how EE develops students' multilingualism, intercultural understanding and global engagement, or in particular IM. Such research only explored the benefits of the EE serving for a good form of support for university level research. Prior research by Wilkinson and Hayden (2010) also indicated that EE was not mentioned by students as a means of exposure to intercultural issues or global problems.

The reason is that students' choices of EE subjects as well as their research questions may not be directly linked to linguistic, cross cultural or global issues and thus their approach to the issue may not be problem or solution-centered. Therefore, Roberts (2009) suggests that schools can encourage more students to write world studies extended essays which address "a *global* problem or concern and make a close *local* investigation" (p. 98). He adds that these high school students have the "intellectual and emotional maturity to maintain the critical, and yet objective, stance towards their subjects required by such explorations" (p. 99).

In the publication, *Towards a continuum of international education* (2008), the IB summarizes that EE is an in-depth academic research investigation into a student-chosen focused topic from DP subjects to promote "high-level research and writing



skills, intellectual discovery and creativity” (p. 38). Therefore, educators need to take into consideration how this student interest oriented academic research investigation can lead to both intellectual discovery, and at the same time students’ development of international-mindedness.

This present study recommends that in addition to the world studies extended essays, EE coordinators or advisors should encourage students to consider their experiences and reflections on service projects from CAS and link it to their choice of EE subject. Students’ research in EE may be enhanced if it is grounded in their CAS experiences. For example, based on what students learn from their service and volunteering, they can reflect upon their volunteering and service experiences. Then, they can link their interest to their research question for further investigating a global issue and taking an action in their related EE subjects. So, this can provide a good opportunity for schools to achieve global engagement through academic investigation in EE.

Alternatively, as students carry out their academic research in EE on an intercultural or global problem related issue; likewise, it can provide a good opportunity for students to develop a well-structured local service project proposal towards an action related with the problem they are concerned about. EE has varied opportunities for exploration of issues of global significance. Therefore, schools can employ certain strategies to explicitly incorporate IM related experiences into students’ academic investigations.

### **Findings related to the third research question**

Research Question 3: Do students improve their levels of intercultural understanding and global engagement after one year in the DP? Also, is there any difference among these participating schools in terms of patterns of improvement in intercultural understanding and global engagement?

*Research Question (3) finding: Improvement levels of intercultural understanding and global engagement*

For all three participating schools, students' levels of intercultural understanding and global engagement did not significantly improve after one year of DP education. As reported in Chapter 4, the study revealed that after one year in DP, students' IM levels in intercultural understanding and global engagement did not improve. Interestingly, except for the National School, the mean scores of intercultural understanding at the International School and Additional School even slightly decreased after one year of exposure to the IB education. As for global engagement, there was a significant difference only at the International School in the scores for the developmental levels of global engagement; however, this was only decrease in their mean score. Lastly, a one way ANOVA with repeated measures was conducted to find out if the schools were significantly different from each other in terms of the levels of students' improvement levels in intercultural understanding and global engagement after one year of IB education. The results indicated that there was statistically no significant difference among the students' scores at any of the schools.

The Intercultural Development Inventory (IDI) group profile report prepared by the professional IDI company (Hammer, 2017) presented information about how a group makes sense of and responds to cultural differences and commonalities. According to the group profile, both the pre-test and post-test of the IDI indicated that the *perceived orientation* of students were at the level of *Acceptance* for their understanding and appropriately adapting to cultural differences. This rating reflects that students recognize and appreciate differences in values, perceptions and behaviors among different cultures, including their own. Students believed that they possessed high level of intercultural competence both in the first year and second year of the DP.

The pre-test of the IDI indicated that the *developmental orientation* of the participating schools is different from each other. International School had a slight tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors. National School and Additional School students had an “us and them” judgmental viewpoint toward cultural differences. In contrast, different from the pre-test results, the post-test of the IDI indicated that the developmental orientation of the participating schools is same as each other. According to the post-test results, the developmental orientation of students in the National School, International School and Additional School reflected an “us and them” judgmental viewpoint toward cultural differences. These results confirm that after one year of exposure to the IB education, none of the schools improved their level of intercultural understanding. Results also confirm that while the developmental orientation of students in the National School and Additional

School did not improve the developmental orientation of students in the International School went down.

These results also support prior research findings on the assessment of students' international-mindedness. Beek (2017) examined the contextual interpretations of international-mindedness of DP students in a national school and an international school in Czech Republic. Statistical analysis of the results revealed no significant difference between participants from these two participating schools. Beek's research finding on the comparison of DP national and international school students' levels of international-mindedness in the Czech context focuses on the group differences; whereas, this current study specifically focused on the improvement levels of international-mindedness at the participating schools. There has not been another study yet which measured students' development of international-mindedness over time. However, comparing the National School students to International School students for the mean scores of IDI, there was no statistically significant difference between the National School and International School in terms of students' levels of intercultural understanding and global engagement (Metli, Martin, & Lane, in press). Therefore, Beek's research finding still matches with this research finding in the Turkish context, too.

Other studies that have been done on the assessment of international-mindedness mostly focused on comparing students who were exposed and not exposed to international education programs. As cited and discussed in Beek's study (2017), Baker and Kanan (2005) surveyed high school students in Qatar about their sense of international mindedness and found no significant difference in terms of the state or

international school experience; Hinrichs (2003) found no statistically significant difference on DP and Advanced Placement (AP) students' worldviews at two American schools; Keller (2010) also found no statistically significant difference in global mindedness between DP students and non-DP students. However, only in one study, there was a different finding about students' better international understanding with the help of the DP. As cited in Tarc and Beatty's (2012) study, Hinrichs (2002; 2003) measured the impact of the IB program on students' international understanding with a survey and written exercise across a group of AP and IB high school students in the U.S. She found that the DP students had a more appreciation of international understanding than AP students as a result of the IB program. Yet, Tarc and Beatty's study (2012) contrasted Hinrichs's (2002; 2003) research finding because "students didn't view the aim of international mindedness as being realized through the DP" (p. 359). This finding suggests that students may at least not be aware of how DP curriculum helps them achieve becoming internationally-minded individuals.

What follows is a discussion of reasons why the IM scores of the students in the current study may not have improved. First of all, the findings from research question 1 and research question 2 lend explanations for the lack of improvement in IM (e.g. lack of intention, taking the development of IM for granted, exam-oriented approach, external or internal contextual restrictions, etc.). The problem regarding lack of the best practices and effective implementation may be reflected in a school environment in a negative way. "The IBO loosely provide the 'what' but not the 'how' of best practices and effective implementation (Gigliotti-Labay, 2010, p. 108).

Also, one cannot expect IM to be developed without explicit exposure – otherwise there is the risk of taking the development of IM for granted in a diverse community. This study previously stated that case study schools focus on preparing students for DP examinations, so DP has an exam-oriented approach. DP was perceived as intense academic curricula, with many students focusing on university requirements for grades. Rizvi, et al., (2014) also support this view by pointing out that time pressure and the intense focus on examinations within the DP does not provide opportunities for students to develop their learner profile attributes necessary to be internationally-minded.

Alternatively and most probably, the possible explanation about why the case schools from this research have not improved their levels of intercultural understanding and global engagement after one year of IB education may be due to the nature of the development of IM in that it is process based: “IM is never achieved as an end point or an outcome but it is a journey, a constant process of defining, acting, learning, reflecting and re (de)fining (Hacking, et al., p. 47). Beek (2017) also supports this view that “international mindedness is developmental” (p.14). She further explains her view that:

Informed by the notion that international mindedness corresponds to the challenging shift from the socialized to the self-authoring mindset, I offer that most student participants feel a cultural identity is less important because they are still in the process of its construction (p.17)

Similarly, Krajewski (2011) also supports the idea that “intercultural competence is a developmental process that evolves over an extended period of time” (p. 140).

Additionally, Poonosamy (2016), in her case study with two students, points out that “both students understood international mindedness as an aim, but the tension is

that it was not realized as a process” (p. 595). Hence, based on these prior findings from the literature, it is possible that the students from this current study may have not shown any improvement because they may be still in the process of developing it. Also, it is possible that one year of exposure to IB education may not have made a big impact on their development of IM, so the process may be slow and requires time.

Finally, there may be other external factors that may have influenced student performance on the pre-post surveys. The factors such as online vs. face to face (Duffy, et al., 2005) time of year, researcher’s presence, novelty and repetition may have affected the results. For example, the researcher did the pre-test face to face online, but had to change the plan and do the post-test at a distance online due to schools’ unavailability. The time when the students did the post-surveys was when they were very busy to complete their internal DP assessments and sit their mock DP examinations.

The researcher believes that lack of intentional implementation (mostly caused by stress on external examinations in grade 12) as well as the idea that the development of IM is process based might have caused lack of improvement of IM to a large extent. Also, if CAS, TOK, EE as the core components were better integrated to foster the pillars of IM effectively at each case study school, students’ scores of IM (for intercultural understanding and global engagement) might have improved, too.

Despite not statistically significant difference in their scores of intercultural understanding and global engagement, the researcher still believes that students have

started their journey to become more IM after a year in DP. Qualitative findings support this view that students either strive or struggle to become IM. This is a clear indication of how students progress in terms of their commitment and effort to become more IM through time. Since the development of IM is based on process and takes time, internal or external factors discussed previously might have influenced the students' actual developmental scores of IM. Therefore, in light of students' unchanged performance on the IDI and GCS, it is important to consider the above-mentioned suggestion about the effective integration of the core components in support of advancement in IM. Schools can use CAS as a way of providing rich opportunities for students to do ethical reflections in TOK related to their experiences as a knower in the real life context. TOK can be a source of inspiration for students to plan projects for acting towards issues of global significance in CAS. Examples of how CAS, TOK and EE can be integrated to promote IM effectively are provided in the Implications for practice section.

### **Implications for practice**

The implications for practice on the findings were embedded in the discussions of the research questions. The following implications for practice arise from the use of the IM conceptual framework developed by Singh and Qi (2013) in this study. This research found that there is evidence of mutual supportiveness of the pillars of IM (especially between multilingualism and intercultural understanding, as well between as intercultural understanding and global engagement), yet the conceptual links among all three pillars - multilingualism, intercultural understanding and global engagement - are unclear and thus need thorough explanations.



## Relationship among Multilingualism, Intercultural Understanding and Global Engagement

In their report, Singh and Qi (2013) state that “intercultural understanding is still central to the IB understanding of international mindedness, while global engagement and multilingualism are pathways to the core element of intercultural understanding” (p. 16). Upon using this conception of IM as a framework for the current study to investigate stakeholder perceptions of support and challenges in developing IM, the researcher realized a different structure was needed to illustrate the pillars of IM developed by Singh and Qi (2013) (Figure 2).

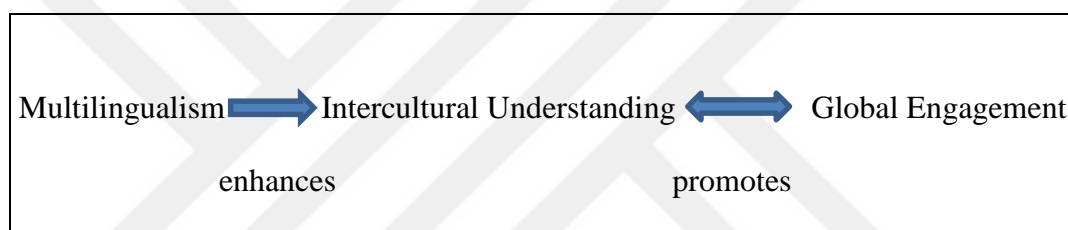


Figure 2. Revised relationship among multilingualism, intercultural understanding and global engagement

As the above diagram indicates, multilingualism, while not essential for international-mindedness, can leverage intercultural understanding, resulting in opportunities for deeper cultural insights (Castro, Lundgren, & Woodin, 2013; Davy, 2011; Duckworth, Levy, & Levy, 2005; Hacking, et al., 2017; Hayden, Rancic, & Thompson, 2000; Hornbuckle, 2013; Muller, 2012; Risager, 2007). The examples of how multilingualism can foster intercultural understanding from case study schools were provided in research question 2 (a). It should be noted that the leveraging aspect of multilingualism means that students who speak different foreign languages may

have more exposure to different cultural practices and ways of thinking that support the development of their understanding and thereby their engagement.

The IB also sees language learning as “integral to exploring and sustaining personal growth and cultural identity” (*Towards a continuum of international education*, p. 25). Singh and Qi (2013) support this view and propose that multilingualism is a resource for engendering international-mindedness; this is because critical language awareness entails intercultural awareness and thereby promotes international-mindedness. This current study also showed that as students studied different foreign languages as part of their DP Group 1 and 2 courses, they learned about the cultures of the target languages and appreciate different cultural practices, traditions and ways of thinking. Thus, multilingual individuals were able to use the study of foreign languages as a means of gaining intercultural awareness and knowledge. Similarly, Hacking, et al., (2017) also found that “through learning and understanding how a language works, learners were thought to gain insight into other cultures and ways of thinking” (p.64). However, intercultural understanding may not be dependent upon being multilingual. As this study found, intercultural understanding can also be promoted by other means such as pedagogy, curriculum, and extra-curricular activities.

Moreover, because of the differing multilingual skills of the student populations, the inclusion of multilingualism, as one of the main pillars of IM, may not be very helpful in determining students’ levels of development of IM. The reason is that it is possible individuals may exhibit international-mindedness even though they do not speak a foreign language proficiently. Alternatively, a person may have a penchant

for learning different languages, yet remain ignorant to their unique culture and ethnic attributes. Nonetheless, this study did find that learning a different language could support international mindedness, but it may be inappropriate to label multilingualism a pillar. Thus, a revised version of the IM conceptual framework should only consist of intercultural understanding and global engagement.

### **A revised conceptual framework of IM**

Considering the implications of the mutually supportive relationship of multilingualism, intercultural understanding and global engagement aspects of IM discussed below, in contrast to Singh and Qi's (2013) conceptual framework of IM, the researcher recommends the following diagram, shown in Figure 2, as a revised conceptual framework of IM.

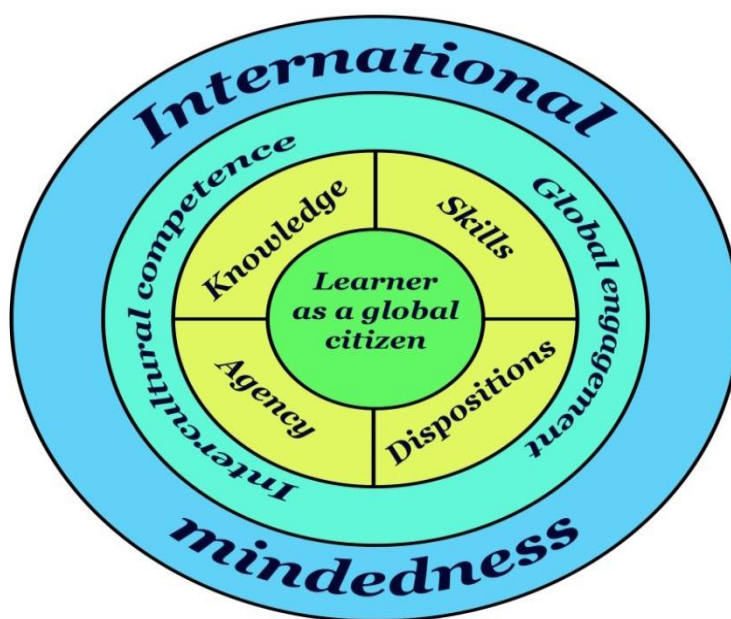


Figure 3. Revised IM conceptual framework model

With this re-imaging, some ambiguities of the original IM framework could be clarified. The term intercultural *understanding* needs examination as it is unclear

whether it requires a particular skill or competency and the importance of self-efficacy is not conveyed. In other words, understanding does not necessarily denote action and it may be possible to develop intercultural *understanding* without skills. Therefore, a stronger and clearer word might be *competence*. Intercultural *competence* which includes knowledge, skills and attitudes is defined by Castro, Lundgren and Woodin (2015) below:

Intercultural competence... focuses on five *savoirs* (where the term *savoir* incorporates in English both knowledge and skills): *savoir comprendre* (skills of interpreting and relating), *savoir faire* (skills of discovery and interaction), *savoir* (knowledge), *savoir être* (attitudes) and *savoir s'engager* (critical cultural awareness). Intercultural competence, therefore, does not only describe a state of mind or a range of knowledge but also describes how such knowledge, skills and attitudes might be embodied within an intercultural person or a person acting interculturally... (p. 192).

Using the term *intercultural competence* in the revised conceptual framework of IM better emphasizes the IB's expectations regarding students' knowledge, skills, agency and dispositions. In past studies, intercultural understanding has been used synonymously with IM (Singh & Qi, 2013). However, more recent studies, especially the IB, recognize that in addition to *competence* individuals need the opportunity to be engaged in global issues. Therefore, in this framework, IM encompasses intercultural competence and global engagement.

Another aspect of the revised framework that needs scrutiny is the relationship between intercultural understanding and global engagement. In their report, Singh and Qi (2013) state that intercultural understanding is at the core of the IB definition of international-mindedness. They add that multilingualism and global engagement are the new dimensions that have been incorporated to the IB definition of IM as contributing factors to the development of IM. As discussed above, multilingualism

is considered a tool that enhances intercultural understanding, and by extension, international-mindedness.

However, in contrast to Singh and Qi's (2013) IM framework, where multilingualism and global engagement promote intercultural understanding, this study suggests that *both* intercultural understanding and global engagement mutually may enhance and promote one another in the pursuit of international-mindedness. Awareness-raising activities may begin with the goal of raising intercultural understanding, but may lead to global engagement. Therefore, intercultural competence and global engagement together bring out the concept of international-mindedness.

#### *Attributes of an IM student and learning opportunities through IB education*

The revised framework for IM puts emphasis on the learner at the center as a global citizen. To actualize IM through developing intercultural understanding (competence) and global engagement, students need to gain knowledge, skills, agency and dispositions, which are also reflected in the seven signs of an internationally-minded person (Savage, 2017):

- Knowledge, understanding, and appreciation of different cultures
- Increased self-awareness
- Increased empathy
- Ability to collaborate with peers from different backgrounds
- Deepening knowledge and understanding of global issues
- Ability to see themselves as responsible, global citizens
- Language skills

Based on these signs of an internationally-minded person, below is an example of the features of an exemplary IM student with the examples of knowledge, skills, dispositions, and agency.

- *Knowledge* (i.e., knowledge on sustainability and environmental issues, issues of human rights and social injustice, positive and negative effects of global interdependence, importance and meaning of language, culture and diversity)
- *Skills* (i.e., taking informed action, critical thinking, communication in different languages, problem-solving, cooperation and conflict resolution, ability to challenge injustices, etc.)
- *Dispositions* (i.e., IB learner profile attributes- inquirer, thinker, caring, open-minded, principled, reflective, etc.) as described by Davy (2011)
- *Agency* (i.e., self-efficacy beliefs, confidence, perseverance and commitment, personal goal-setting, self-regulation, intrinsic motivation, etc.) as described by Bandura (1977)

Becoming IM depends on how much an individual has all of these relevant core aspects. Learners as global citizens with necessary knowledge, skills, agency and dispositions should have not only intercultural competence, but also global engagement to be IM.

As Gardner describes in *The Disciplined Mind: what all students should understand* (1999), one can be smart without being moral, creative without being ethical, sensitive to emotions without using sensitivity for service to others. Thus, this model reflects a framework for moving beyond the theory to an action as it relates to cognitive, affective and psychomotor domains. This model can be used as a tool for

developing and measuring IM in terms of cognitive (perception and knowledge), socio-emotional (attitudes, values, and dispositions) and behavioral (engagement and skills) aspects.

This current study found that students from three participating schools have not significantly improved their levels of intercultural understanding (competence) and global engagement. If many students had a comprehensive IM experience, they may have performed better on these measures. Thus, the researcher suggests that students can develop the typical features of IM discussed above through the core components (TOK, CAS and EE).

As the current study found, while service component is the strongest aspect of CAS on account of its potential to foster global engagement, TOK fosters intercultural understanding and knowledge for global issues most. Extended Essay (EE) provides opportunities for fostering multilingualism, intercultural understanding and global engagement through students' explorations of linguistic, cross-cultural and global issues, especially within the humanities. From this point of view, an idealistic example of the integration of the core components in support of IM could be that schools use CAS as a way of generating service projects for students to do ethical reflections in TOK (e.g. TOK presentation) related to their intercultural experiences or knowledge on global issues. With that, they can use EE as a platform where they develop a research question in the related academic area and do further research on the intercultural issues or global problems. In this way, they can use EE as a way of relating to these experiences and showing their dispositions (IB learner profile) explicitly.

When the findings and insights about how the roles of the core components interplay in support of IM are considered, it is clear that CAS does not only provide rich opportunities for students to do ethical reflections in TOK related to their experiences as a knower in the real life context, but it can also be a source of inspiration for students to plan projects for acting towards issues of global significance in CAS. For example, in their choice of real life situation, a TOK student can read an article looking at actions from the past that today would be regarded as deeply immoral, and raising questions if it is possible to use today's standards to pass such judgements. For example, he/she can come up with the following TOK knowledge questions: "To what extent should we pass moral judgement on actions made in the past? Is it possible to construct moral principles that transcend time, culture, and context?" This exploration of the moral judgements can be an inspirational tool for designing the Oral History Project in which the student interviews senior people from the community who had experienced the pertinent moral principles or historical events and records their experiences and observations to share historical consciousness with the community through recordings, brochures, or flyers.

As CAS fosters global engagement and TOK fosters intercultural understanding and global knowledge most, the present study suggests that students could relate to these experiences in their EE. To exemplify the integration of CAS, TOK and EE in support of IM, in CAS, one can have a social responsibility project to work with village schools in financial need in their surroundings. Students can raise money to paint the village school walls and draw artistic graffiti on the campus walls for decoration and motivational purpose, as approved by the pertinent school



administration. In TOK, in their TOK presentation task, these students can explore the following knowledge questions in relation to their creativity and service project: “Can anything be termed art? Do artists have special ethical rights? Should we allow the law to be infringed in the name of art?” In EE, students can explore the graffiti as a form of art focusing on the graffiti from artistic or vandalism perspectives in the DP visual arts course and do research with the following EE research question “How does graffiti make a contribution to the visual culture of the society?” Through this exploration in the core components, students can critically think about artistic approach and its implications, explore ethical assumptions in the production of artistic pieces, and take actions on a local social problem by means of using art as both creativity and service. Such an integration of CAS, TOK and EE would allow the development knowledge and skills in terms of artistic knowledge, ethical discussions or evaluations and awareness on social problems (i.e., poverty).

The present study also indicated the interconnectedness of global engagement and intercultural understanding in CAS, TOK, and EE. For example, when students from the National School explored cultural challenges and dilemmas such as “Turkish & Armenian genocide conflict” or “the Turkish-Kurdish conflict” in their TOK discussions, they did not only gain insights into how to look at the same political issue from different cultural perspectives, but they also became more informed about conflicts between cultures in general and how they could approach resolving them (knowledge). Besides, in relation to how the TOK course specifically helped students gain different perspectives as part of having intercultural awareness and sensitivity, a TOK student from the National School gave their TOK discussion topics as an example of how intercultural understanding could be developed in the TOK class:

Usually we talk about the clashes between the cultures, and how divided cultures are, like in Rwanda genocide, or like ... the cultural differences between emigrants and European people and so on. So we understand how the cultural diversity in these areas work.

As pointed out in this quotation, when students talk about the conflicts between the cultures, they can also gain knowledge and understanding about global issues such as genocide or immigration (knowledge), think critically and plan local community service projects to help resolve these issues (skills).

Furthermore, in CAS, service projects also indicated the interconnectedness of global engagement and intercultural understanding. For example, students from the International School worked with minorities in the community to promote greater open-mindedness toward alternative life styles through developing an online Turkish-English sign language dictionary or they collaborated with the Gay-Straight Alliance to raise awareness in the community about gender and identity issues. These students collaborated with people from different cultural, social and religious and national backgrounds to address general global issues such as dealing with struggles of disabled people or developing open-mindedness towards the development of sexual identity (skills). These open-minded students who showed respect, tolerance and understanding toward the minorities also started to recognize these people's needs and subsequently acted in a more caring and sensitive way by running such projects at their schools (dispositions).

Additionally, EE also indicated the interconnectedness of global engagement and intercultural understanding. At the International School, participants correlated the EE topics with the initial stages of acquiring the knowledge needed for taking

informed action in the world. Teachers especially noted how some EE topics were especially useful for guiding students into more intercultural understanding, such as topics around stereotypes, geographic topics of examining local contexts, or topics that require collaboration and engagement by studying global or social problems outside of one's own culture (knowledge and dispositions) and taking actions on these related problems through CAS (skills). It is important that students are involved in making an attempt to help solve global issues not because they are required to do it, but because they perceive they are capable of resolving them (agency).

All of these examples illustrate that awareness-raising activities began with the goal of raising intercultural understanding, but may lead to global engagement. From this point of view, one can argue that there is a reciprocal relationship in which global engagement does not only enhance or promote intercultural understanding, but is itself enhanced and promoted by intercultural understanding. This idea is reflected in the mission statement of the IB, as explained below:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (Towards a continuum of international education, p.3).

The IB's goal is to develop students as caring people who are globally engaged to "create a better and more peaceful world" with the help of "intercultural understanding and respect." Thus, the IB also implies that globally engaged individuals can solve problems through intercultural understanding and respect.

### **Implications for further research**

There are important implications for further studies on the implementation and assessment of international-mindedness. To start with, this research has developed a revised conceptual framework of IM which was presented in the Implications for practice section. Answering the research questions provided valuable findings, but the researcher believes that this new framework has the potential to holistically advance the development of IM. Yet, it should be noted that it was beyond the scope of the thesis to discuss this at length. Thus, the researcher suggests that this revised IM framework should be both reviewed in terms of its applicability and applied for empirical evidence on its usefulness.

This present study focused on how CAS, TOK and EE foster multilingualism, intercultural understanding and global engagement. The study found that CAS develops global engagement most; TOK develops intercultural understanding and global knowledge and EE provides varied opportunities for students to relate to these experiences in their academic research. The core components of the DP (CAS, TOK, EE) need to be better integrated to implement IM more *intentionally*. The researcher recommends that models or professional development workshops for how to integrate CAS, TOK and EE together to promote IM across the core components be developed and reviewed.

The quantitative phase of the research also found that no matter what type of schools students came from (national or international; continuum or non-continuum), their levels of intercultural understanding and global engagement did not significantly improve after one year of DP education. Nor was there any statistically significant

difference among schools in terms of their mean scores of intercultural understanding and global engagement. The researcher suggests that these results could be investigated differently to gain insights. For example, a study can be designed at a school where IM is better implemented (as recommended above) to see if better results will be shown. Or, better assessment instruments directly assessing IM knowledge, skills, agency and dispositions can be designed and used to see if better results will be shown.

This study only compared and contrasted the national and international school cases which offer the IB education. Future research on how national schools with no international programs can be internationalized should also be taken into consideration. The former IBO Director, Hill (2012a), states that “I am not suggesting that IB is the only means to a world-class education; it is one example amongst a number of worthy programs which exist” (p.358). It is possible that national, international, state or private schools with no international programs may still have deliberate and conscious approach to developing global citizenry. Hill (2000) also supports this view: “A national school can offer the necessary curriculum and pedagogical approach of an international education providing the national staff are trained to be opened to the world. It is an attitude of mind” (p. 33). From this point of view, future study can be conducted as a comparative study in national schools with only the national curriculum to find more about students’ development of global competence without an international program. The proposed research can review and analyze documents related to the national policies and practices from state national schools about their implementation of international-mindedness or

related constructs such as global citizenship, global competence, civic-mindedness, intercultural sensitivity, world-mindedness and so on.

Moreover, this current study has found that there is lack of assessment and evaluation tool for directly measuring students' levels of international-mindedness. The researcher has also not found any IB recommended assessment tool to assess international-mindedness at the case study schools. The IB only suggests that the “as a key cross-program component, the learner profile will become the central tenet of the IB programs and central to the definition of what it means to be internationally minded... it can be considered as a map of a lifelong journey in pursuit of international-mindedness” (IB Learner Profile Booklet, 2008). As there is no proposed assessment tool by the IB to measure the development international-mindedness, this study used two different instruments for evaluating students' levels of intercultural understanding and global engagement. For future research on the assessment of international-mindedness, researchers could develop an assessment tool derived from the descriptions on the attributes of the learner profile to evaluate how students reflect on their development of international-mindedness. This assessment tool can also include the necessary knowledge, skills, agency and dispositions of two important signposts of international-mindedness: intercultural understanding and global engagement. This tool does not necessarily have to be used only for assessment purposes, but as a tool for reflection by researchers, practitioners and educators in action-based research on how students pursue this lifelong journey to become internationally-minded.

Additionally, this research used a mixed methods multi-case study research with the embedded design to investigate into how the development of IM is supported and challenged. Further research can incorporate alternative research methods such as quasi-experimental intervention study, action-research or ethnographic study to further investigate the phenomenon of the development of IM.

Furthermore, Sagun (2016) compared the academic performance and skills of students who followed the national program with students who followed both the national program and DP. She found that IB education program “developed a better student profile for university life” (p. iii). Another study was conducted by Wright (2015) on the longer term outcomes of the IB programs. She found that IB graduates had broader perspectives on the world, developed critical and analytical thinking and positive dispositions toward lifelong learning. Similar to the prior research on the outcomes of IB in students’ future lives, another study can be conducted on comparing the skills of international-mindedness with students who followed the national program with students who followed both the national program and DP. This proposed research would involve university students who have already completed their IB programs. It would be possible to investigate whether IB students’ skills and dispositions and attitudes of international-mindedness are transferred to their university or future lives.

Lastly, though not directly stemming from the study findings, below are some ideas for future research on IM or related constructs such as global citizenship, world-mindedness and so on:

- Future study may target in depth case studies on how different subjects from PYP, MYP and DP foster the development of international-mindedness. Such a study would provide insights into the opportunities and challenges of various academic disciplines to nurture the development of international-mindedness.
- Studies can be designed on the identification of the teachers' levels of intercultural understanding and global engagement. Proposed as longitudinal research, this research could focus on exploring correlations between teachers and students in terms of assessment scores of two important aspects of international-mindedness. Such research would provide insights into how schools should train their teachers about modeling IM skills, dispositions and thinking.
- Further statistical analysis can be conducted of the data. For example, future studies can also use a cross-tab analysis to look at how different factors (i.e., students' international experiences abroad, their involvement in other international programs, students' commitment to interests related to intercultural or social responsibility, etc.) contribute to the quantitative results of the levels of international-mindedness.
- Furthermore, a future study of stakeholders' perceptions and strategies for the evaluation and assessment of IM, especially in schools with good practices would also be fruitful. Such a research would provide insights about how schools can evaluate, assess and take actions for improving students' levels of international-mindedness.
- Lastly, research can investigate how students think they develop their international-mindedness over time. The proposed research could focus on the students' reflections collected in a longer period of time through documenting their developmental process in journal entries. This research would be



worthwhile to collect evidence from students' first hand experiences, thoughts and reflections over long period of time.

### **Limitations**

The research identified the following limitations. These limitations are related to the scope of the research, the assessment of IM, the subjective nature of the qualitative data, logistical difficulties of data collection, self-reported data as well as research context.

This study focused on the examination of the core components (CAS, TOK, EE) in the DP in terms of how they fostered international-mindedness in the DP. The construct of international-mindedness is also developed through the academic subject area in the entire program implementation in the continuum of IB education. Therefore, this study is restricted from shedding much light upon the IB education fully supports the development of international-mindedness in its entire programs.

The quantitative study only focused on the identification of students' levels of international-mindedness in terms of intercultural understanding and global engagement as the DP began and then determining the impact on the levels after one full year of exposure to IB education. However, it is difficult to evaluate quantitatively how students develop their international-mindedness in a short period of time. Also, the present study focused only on the core components and the DP high school students' development in IM. So, the findings and implications should not be generalized for all international programs or for students in earlier programs such as PYP, MYP, and etc.

The Intercultural Development Inventory (IDI) and Global Citizenship Scale (GCS) were used to evaluate how students develop their levels of intercultural understanding and global engagement respectively. However, there is no assessment tool to evaluate students' levels of multilingualism other than the demographic information survey used in this study, which identified students' reports on their proficiencies in different languages. Therefore, multilingualism as another pillar of IM has not been evaluated through the use of a reliable and valid scale.

The researcher worked with his former supervisor and current supervisor closely to ensure the qualitative data was coded, reviewed and analyzed as objectively as possible. However, as the main investigator, the researcher ran the interviews and focus groups in a semi-structured way, filled in the school audit form in the school tour with his individual observations, noted his own personal comments about the lesson observations and reviewed documents on his own. Thus, the qualitative data was filtered only through his eyes and interpretations.

The development of international-mindedness occurs as a process through time that needs to be closely observed. However, the school visits for data collection were limited due to the logistical difficulties such as schools' availabilities for data collection phases, the distance of the school settings from where the researcher lives and so forth. Therefore, the researcher was able to arrange only three two-day school visits for the three participating schools in the 2016-2017 academic year for collecting the qualitative and quantitative data.

In addition, the quality of data is limited due to the potential sources of bias associated with self-reported data. The quantitative and qualitative study gathered

data from questionnaires, focus groups, and interviews. For example, the surveys such as the Intercultural Development Inventory (IDI) and the Global Citizenship Scale (GCS) were self-perception tools. These methods rely on accepting data at face value, but self-reported data may contain bias related to over or under estimations of skills and thoughts. Furthermore, these instruments used the same items for both the pre and post stage. Therefore, due to factors such as the repetition of the items in the surveys; change in the data collection plan; time of the year, students might have either not been careful while doing the surveys or students might have become more critical after a year in DP at their school and their responses perhaps are more honest in their self-reporting post-surveys than their pre-surveys.

The researcher looked at only three experienced and prestigious private schools offering the international IB education in metropolitan area in Turkey. However, as Vooren and Lindsey (2012) state that “once viewed as an elitist high school program, the IB is now offered in an increasing number of public schools as a school wide initiative to support the needs of all students, including language learners and students from low socio-economic backgrounds” (p. 25). Thereby, rather than being generalizable to all national and international school contexts all over the world, the results were to give insights that other researchers can use to reflect on their unique settings and cases.

Finally, the researcher was faced with many challenges when planning and conducting these school visits. A key logistical issue was that the researcher lived in eastern Turkey and the case study schools were across the country in Istanbul. Therefore, it was important to schedule visits to all three schools well in advance to

secure lodging and arrange transportation. Given that the researcher had a full time job, the researcher sought to visit multiple schools in one trip. This desire was difficult to achieve because the case study schools had different times available that were free of academic and school-based social activities. The researcher was able to overcome many of the challenges with the support of the DP coordinators. However, these individuals—who were also extremely busy with many administrative responsibilities and heavy teaching loads—often did not respond to requests about scheduling and confirming sessions in a timely manner. Thus, the researcher needed to make multiple phone calls, emails and text messages to connect with the coordinators. In the end, the researcher did receive valuable assistance from the DP coordinators to facilitate the collection of consent forms from participants as well as all the other qualitative and quantitative sources of data needed for the study.

### **Conclusion**

This study investigated the students' and teachers' perceptions of support and challenges of international-mindedness in the DP. Using the IM conceptual framework developed by Singh and Qi (2013), it specifically investigated how IB Diploma Program core components: Creativity, Activity, Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE) foster the pillars of international-mindedness (multilingualism, intercultural understanding and global engagement).

With respect to the general support for and challenges to IM, the study found that activities such as extracurricular club activities related to international experiences provide the most effective opportunity for fostering intercultural understanding and global engagement. For example, Model United Nations (MUN) was discussed at the

National School when talking about intercultural understanding, though not explicitly on global engagement. MUN was a platform where students take multiple perspectives as they role played being the citizens of different countries and discuss global issues. So, MUN students could make empathy and take perspectives of their assigned countries on global issues in MUN conferences. As they were pretending to be the member of their assigned nationality, they could raise their awareness and develop their knowledge on related global problems discussed in the MUN conferences.

Yet, various factors undermined the implementation of IM such as the ambiguity or vagueness in the definition and practice of IM, taking the development of IM for granted, time constraints, lack of explicit teaching or learning strategies, lack of assessment and evaluation tool for IM, and insufficient professional development opportunities.

With regards to the specific forms of support for and challenges to the pillars of IM, the study found that multilingualism is supported by a bilingual culture and program; however, it is challenged by an emphasis on English and time restrictions. In addition, intercultural understanding is supported by a diverse community, academic courses in the DP, and students' own interests; however, it is challenged by the lack of intercultural encounters. Lastly, global engagement is supported by academic courses in the DP and visual aids (i.e., displays); however, it is challenged by the difficulties faced during proposing or completing service projects in CAS. School environment, extracurricular activities as well as academic courses that integrate international, intercultural and global experiences are only few ways of explicitly

incorporating IM into schooling successfully. Similarly, the above mentioned challenges were particularly experienced by case study schools in the Turkish context. Hence, schools can look for their own challenges of implementing IM practices and the best practices of global citizenship pedagogy, by means of which they can come up with their own methods of enacting IM successfully in their unique contextual setting.

In relation to how the core components in the DP foster the pillars of IM (multilingualism, intercultural understanding and global engagement), the study found that while CAS supports global engagement most, TOK fosters intercultural understanding and knowledge for global issues most. Yet, EE provides varied opportunities for fostering multilingualism, intercultural understanding and global engagement through students' explorations of linguistic, cross-cultural and global issues, especially within the humanities. Drawing on this conclusion, the study advocates that multilingualism was not strongly promoted by the core components in the DP at the case study schools. It was only students' interests and choices in relation to their foreign language learning that helped them gain proficiency as multilingual learners, who in turn were also considered to develop intercultural understanding and skills. Besides, although TOK and CAS somehow promoted different aspects of pillars of IM, EE was found to be the least strong core component in DP in terms of promoting the pillars of IM directly. Once again, EE only offered opportunities for developing students' international-mindedness as long as students' EE investigations were based on related issues of culture or global significance.

This study also showed that no matter what type of school DP students came from (i.e., national, international, continuum, non-continuum school), there was statistically no significant difference between and among students' pre and post levels of intercultural understanding and global engagement in terms of improvement after one year of DP education. The possible explanation about why the participating schools from this research have not improved their levels of intercultural understanding and global engagement after one year of IB education may be due to the nature of the development of IM as something process based. This finding is important in terms of schools' approach to assessment of IM. Schools may be interested in how they can ensure that their students gain skills necessary to be IM. The following questions arise in relation to the assessment of IM: Can IM be assessed with an assessment tool? How should schools assess IM? What assessment instruments should be used to measure IM? This study recommends that IM needs to be assessed with contextually appropriate available instruments existing in the literature, but not for measuring students' levels of IM to determine if they have *achieved* it or not, but for students', teachers' and school administrators' ongoing reflection and self-evaluation on their development of IM.

Finally, this study revealed that Singh and Qi's (2013) IM framework model suggests reciprocal relationship in which global engagement does not only enhance or promote intercultural understanding, but is itself enhanced and promoted by intercultural understanding. Hence, both intercultural *competence*, rather than intercultural *understanding*, and global engagement (including knowledge, skills, agency and dispositions) are recommended to be the key signposts of the revised IM framework. Furthermore, although there is a close link between the working

relationship of multilingualism and intercultural understanding as well as intercultural understanding and global engagement, the relationship between multilingualism and global engagement is still vague and uncertain and thus also need clarity. Perhaps, this gives an implication to policy makers, practitioners, and educators that the development of IM conceptual framework is still an ongoing process.

### **Reflections of the researcher**

As a practitioner and scholar, this research was valuable because I learned more about the conceptualization, effective practices and assessment of international-mindedness and its related constructs. I also had the opportunity to reflect upon the development of my international-mindedness. During the piloting process, I was able to look at my own school practices and evaluate them in terms of how effectively IM was promoted and implemented. Also, I completed the quantitative surveys (IDI and GCS) used in this study to measure my level of intercultural understanding and global engagement. The process helped me to identify my strengths and areas for improvement to become a better global citizen. I look forward to using the outcomes of this study to improve the intercultural competencies and global engagement of teachers and students in my school.



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## APPENDICES

### Appendix A: Parent Permission/Assent Form (English Version)

Your child's school is part of a research study to help us learn about how the implementation of the core components (CAS, TOK, EE) in the IB Diploma Program in schools in Turkey fosters the development of international-mindedness, especially in terms of multilingualism, intercultural understanding and global engagement. We invite your child to participate in the Theory of Knowledge (TOK) lesson observations to learn more about approaches to the implementation and practices of intercultural understanding and global engagement in TOK classes, participate in surveys on intercultural understanding and global engagement and focus group discussions on the core components implementation and practices that will be held during the school day. Your child's participation will help us learn more about the development of international-mindedness.

#### **What is the purpose of this study?**

This study is examining the development of international-mindedness through the implementation of the core components in DP schools in Turkey. Findings will help us understand core components is implemented across schools, especially how it supports intercultural understanding and global engagement. The researcher will share the overall findings with each school, which may contribute to future decisions as to the development of policies to foster international-mindedness in schools.

#### **How long will the surveys/meetings/observations take?**

The survey on intercultural understanding will take about 30 minutes if your child fully responds to each survey question.

The survey on global engagement will take about 30 minutes if your child fully responds to each survey question.

The focus group meeting will take about 60 minutes if your child fully attends the whole discussion.

The lesson observation will take one or two periods (40/80 min. sessions).

#### **Will my child's responses remain confidential?**

Yes. All responses/observations will be anonymous and not associated with any particular student names.

#### **Who should I contact if I have questions?**

You may contact the supervising researcher, Dr. Robin Ann Martin at email: [RMartin@bilkent.edu.tr](mailto:RMartin@bilkent.edu.tr) or phone 0312-290-2922. If you would like to speak with someone, also in Turkish, about this research, please contact the researcher Akin Metli at email: [metli@bilkent.edu.tr](mailto:metli@bilkent.edu.tr) or phone 0442-342-61-70.

#### **Name and Signature**

I agree for my child to participate in the research described above.

Student's name: \_\_\_\_\_

Parent's name: \_\_\_\_\_

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

## Appendix B: Parent Permission/Assent Form (Turkish Version)

### Ebeveyn İzni

Öğrencinizi okul zamanında yapılacak olan ana müfredatlar uygulamaları ile ilgili kültürlerarası anlayış ve küresel sorumluluk konusuna yaklaşımı üzerine gerçekleştirilecek olan anketlere ve odak grubu/mülakatlara davet etmekteyiz. Öğrencinizin katılımı uluslararası fikirliliğin gelişimi hakkında daha fazla bilgi sahibi olmamızı sağlayacaktır.

Okulumuz UBDP ana müfredatlar uygulamalarının öğrencilerin çokdillilik, kültürlerarası anlayış ve küresel sorumluluk açısından uluslararası fikirliliğini nasıl desteklediğini öğrenmemize yardımcı olan araştırmamızın bir parçasıdır. Çocuğunuza okul günü sırasında verilecek olan kültürlerarası anlayış ve küresel vatandaşlık anketine, odak grubu tartışmasına katılımına ve Bilgi Kuramı (TOK) ders gözlemi katılımına davet ediyoruz. Çocuğunuzun bu araştırmaya katılımı okulumuzda uluslararası fikirliliğin gelişimi hakkında daha fazla bilgi edinmenize yardımcı olacaktır.

#### **Bu çalışmanın amacı nedir?**

Bu çalışma, Türkiye’de bulunan UBDP okullarında ana müfredatlar uygulaması yoluyla uluslararası fikirliliğin gelişimini araştırmaktadır. Bulgular, okullar arasında ana müfredatların uygulamalarını daha iyi anlamamızı ve özellikle kültürlerarası anlayış ve küresel sorumluluğu nasıl geliştirdiğini incelememize imkan verecektir. Araştırma ekibi okullarda uluslararası fikirlilik gelişimi hakkında gelecekte kararlar verilmesine katkıda bulunabilecek her okul ile genel bulgularını paylaşacaktır.

#### **Anket/toplantı/ders gözlemi ne kadar sürecek?**

Çocuğunuz tam olarak her anket sorusuna yanıt verirse, demografik anket, kültürlerarası anlayış anketi ve küresel vatandaşlık anketi yaklaşık bir saat sürecektir.

Çocuğunuz eğer odak grup görüşmesine katılırsa, röportaj yaklaşık bir saat sürecektir.

Çocuğunuz eğer TOK ders gözlemine katılırsa, gözlem yaklaşık 1-2 ders saati (40-80 dk) sürecektir.

#### **Çocuğumun cevapları gizli kalacak mı?**

Evet. Tüm yanıtlar isimsiz olacak ve herhangi bir özel öğrenci ismi ile ilişkilendirilmeyecektir.

#### **Sorularınız varsa kiminle irtibata geçmelisiniz?**

Bu araştırma ile ilgili görüşebilmek üzere araştırmacı Akın Metli’ye, eposta: metli@bilkent.edu.tr ulaşabilirsiniz.

#### **Adı-Soyadı ve İmzası**

Çocuğumun yukarıda açıklanan araştırmaya katılmasına izin veriyorum.

Öğrencinin adı: \_\_\_\_\_

Ebeveyn adı: \_\_\_\_\_

Veli İmza / Tarih \_\_\_\_\_

*Lütfen çocuğunuzdan bu formu mümkün olduğunca hızlı bir şekilde IB koordinatörüne vermesini isteyiniz. Teşekkür ederim.*

Akın Metli, MA  
İhsan Doğramacı Bilkent Üniversitesi  
Eğitim Bilimleri Enstitüsü  
Eğitim Programları ve Öğretim Anabilim Doktora Programı

## Appendix C: Student Consent Form

Students' perceptions of the core components implementation are important to gain insights into how school programs and classroom practices support international-mindedness in terms of multilingualism, intercultural understanding and global engagement. This study is examining the development of international-mindedness through the implementation of the core components in DP schools in Turkey. Findings will help us understand how the core components are implemented across schools, especially how it supports intercultural understanding and global engagement.

We invite you to participate in surveys on intercultural understanding and global engagement and focus group discussions on the core components implementation and practices that will be held during the school day. We invite you to reflect carefully especially on the open-ended questions in the focus group discussions, as they will help us to interpret your views more fully. Your participation will help us learn more about the development of international-mindedness.

If you agree to participate in this research, please tick the "OK" to each of the following points. Thank you very much for your time in advance!

### **How long will the surveys/focus groups take?**

The survey on intercultural understanding will take about 30 minutes if you fully respond to each survey question.

The survey on global engagement will take about 30 minutes if you fully respond to each survey question.

The focus group meeting will take about 60 minutes if you fully attend the whole discussion.

Ok

### **Will my responses remain confidential?**

Yes. All responses will be anonymous and not associated with any particular names.

Ok

### **Are there any potential risks or benefits of taking part in this survey?**

We do not anticipate any risks. Your participation will help us learn more about the core components (TOK, EE, CAS) and how it develops international-mindedness.

Ok

### **Who should I contact if I have questions about this survey?**

Contact the supervising investigator, Dr. Robin Ann Martin, email:

RMartin@bilkent.edu.tr or phone +90-312-290-2922, or If you would like to speak with someone, also in Turkish, about this research, please contact the researcher Akın Metli at email: metli@bilkent.edu.tr or phone 0532-741-46-56.

Ok

Robin Ann Martin, PhD Bilkent University Graduate School of Education Ankara, Turkey, 06800 Email: <a href="mailto:Rmartin@bilkent.edu.tr">Rmartin@bilkent.edu.tr</a> Ph. +90-312-290-2922 Skype: robin.ann	Akın Metli, MA Bilkent Erzurum Laboratory School PhD Candidate in Curriculum and Instruction, Bilkent University, Ankara Email: <a href="mailto:metli@bilkent.edu.tr">metli@bilkent.edu.tr</a> Skype: metli.akin
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## Appendix D: Teacher / Coordinator / Administrator Consent Form

Teachers', coordinators' and administrators' perceptions of the core components implementation are important to gain insights into how school programs and classroom practices support international-mindedness in terms of intercultural understanding and global engagement.

This study is examining the development of international-mindedness through the implementation of the core components in DP schools in Turkey. Findings will help us understand how the core components are implemented across schools to foster the development of international-mindedness, especially how it supports multilingualism, intercultural understanding and global engagement. The researcher will share the overall findings with each school, which may contribute to future decisions as to the development of policies to foster international-mindedness in schools.

We invite you to participate in focus group discussions or interviews that will be held during the school day on the core components implementation and practices to learn more about your school's approach to intercultural understanding and global engagement. As part of the Theory of Knowledge (TOK) lesson observation on evidence of IM, we kindly request to observe one or two periods of typical TOK class(es) with grade 11 students to learn more about approaches to the implementation and practices of intercultural understanding and global engagement in TOK classes (TOK teachers only)

Your participation will help us learn more about the development of international-mindedness. If you agree to participate in this research, please tick the "OK" to each of the following points. Thank you very much for your time in advance!

**How long will the surveys/focus groups/lesson observations take?**

The survey on intercultural understanding will take about 30 minutes.

The survey on global engagement will take about 30 minutes.

The focus group/interview meeting will take about 60 minutes if you fully attend the whole discussion.

(TOK teachers only) The lesson observation will take one or two periods (40/80 min. sessions). If possible, a follow up lesson observation debriefing after the lesson will take about 20 min.  Ok

**Will my responses remain confidential?**

Yes. All responses will be anonymous and not associated with any particular names.

(TOK lesson observations) Yes, all observations and debriefing will be anonymous and not associated with any particular names.  Ok

**Are there any potential risks or benefits of taking part in this survey?**

We do not anticipate any risks. Your participation will help us learn more about the core components (TOK, EE, CAS) and how it develops international-mindedness.  Ok

**Who should I contact if I have questions about this survey?**

Contact the supervising researcher, Dr. Robin Ann Martin, email:

RMartin@bilkent.edu.tr or phone +90-312-290-2922, or If you would like to speak with someone, also in Turkish, about this research, please contact the principal investigator Akın Metli at email: metli@bilkent.edu.tr or phone 0532-741-46-56.

Ok

## Appendix E: Demographic Information Survey for DP Students

[This survey was adapted from two DP surveys developed by Dr. Robin Ann Martin and MA students at Bilkent University. Permission was given to use all items.]

1. What is your IB ID number (if not yet given- school ID number)? \_\_\_\_\_
2. What is the name of your school? \_\_\_\_\_
3. In what year were you born? 19 \_\_ \_\_
4. What is your gender?                   \_\_ Female    \_\_ Male
5. Which IB grade level are you in?  
    \_\_ 11<sup>th</sup> grade (or DP, year 1)    \_\_ 12<sup>th</sup> grade (or DP, year 2)
6. Including this year, how many years have you been an IB student? (Estimate total PYP, MYP, and DP years. Use numbers only.) \_\_\_\_\_
7. How many years have you been in schools whose students come from a variety of cultures? (Enter a number.) \_\_\_\_\_
8. What is your ethnic background?  
 African American                    Native American    Caucasian/White  
 Asian                                    Hispanic                    other: \_\_\_\_\_
9. Please list which languages below, if any, you can speak other than your native tongue.  
  
    My native tongue is \_\_\_\_\_  
  
(An advanced proficiency level means you have fully operational command of the language: appropriate, accurate and fluent with complete understanding, in a variety of contexts. Beginner proficiency means you are starting to learn the language. Intermediate are those language that fall in between beginner and advanced.)  
Lang.1: \_\_\_\_\_Proficiency level:  Beginner  Intermediate  Advanced  
Lang.2: \_\_\_\_\_Proficiency level:  Beginner  Intermediate  Advanced  
Lang.3: \_\_\_\_\_Proficiency level:  Beginner  Intermediate  Advanced  
Lang.4: \_\_\_\_\_Proficiency level:  Beginner  Intermediate  Advanced  
Lang 5: \_\_\_\_\_Proficiency level:  Beginner  Intermediate  Advanced
- 10 a) Have you ever studied abroad before?                    Yes                    No
- 10 b) Please explain briefly the details about any study abroad experiences, if any.

**11.** About how many times have you taken trips outside of your native country?

- Never
- Once or twice
- A few times (3-5)
- Many times (more than 5)

**12.** How would you describe the nature of your travels abroad? (Mark all that apply.)

- Have never traveled outside of my home country
- Short travel with family, a few weeks or less
- Extended travel with family, a month or more
- Independent travel, a few weeks or less
- Independent travel, a month or more
- School/Sports trips
- Other: \_\_\_\_\_

**13.** What is your main subject area in which you might want to major at university?

- Architecture
- Business or administration
- Engineering
- Foreign languages
- History
- Language or literature studies in my native tongue
- Law or legal professions
- Mathematics
- Medicine or health professions
- Sciences (biology, chemistry, neuroscience, etc.)
- Social sciences (economics, psychology, social science, etc.)
- Other: \_\_\_\_\_

**14.** Which of the following best describe your long-term career goals?

- Study and work in places around the world
- Work in my home country in an international business or field
- Work in my home country in a specialty area, not necessarily international work
- Uncertain

**15.** Briefly describe your interests/hobbies/activities which relate to the aspects of international-mindedness such as multilingualism, intercultural understanding and global engagement.

## Appendix F: Demographic Information Survey for Core Component Teachers

[This survey was adapted from two DP surveys developed by former supervisor, Dr. Robin Ann Martin and MA students at Bilkent University. Permission was given to use all items.]

### Core components Teachers - Demographic Information

1. In which school do you work? \_\_\_\_\_
2. In what year were you born? 19 \_\_ \_\_
3. What is your gender?  
\_\_ Female  
\_\_ Male
4. Including this year, how many years have you worked as a teacher? \_\_\_\_\_
5. Including this year, how many years have you worked for an IB school? \_\_\_\_\_
6. Have you taught the PYP and/or MYP? If yes, how long have you taught it/them?  
No..... / Yes... (if yes, please check which program(s) you taught and write how long you taught it/them)  
  
\_\_ PYP ..... year(s)  
\_\_ MYP ..... year(s)
7. What is the highest degree you have earned?
  - Less than a Bachelor's degree
  - Bachelor's degree
  - Master's
  - Doctorate
8. What is your ethnic background?
  - African American
  - Native American
  - Caucasian/White
  - Asian
  - Hispanic
  - other: \_\_\_\_\_
9. Please list which languages you can speak.  
  
My native tongue is \_\_\_\_\_

(An advanced proficiency level means you have fully operational command of the language: appropriate, accurate and fluent with complete understanding, in a variety of contexts. Beginner proficiency means you are starting to learn the language. Intermediate are those language that fall in between beginner and advanced.)

Lang.1: \_\_\_\_\_ Proficiency level:  Beginner  Intermediate  Advanced

Lang.2: \_\_\_\_\_ Proficiency level:  Beginner  Intermediate  Advanced

Lang.3: \_\_\_\_\_ Proficiency level:  Beginner  Intermediate  Advanced

Lang.4: \_\_\_\_\_ Proficiency level:  Beginner  Intermediate  Advanced

Lang 5: \_\_\_\_\_ Proficiency level:  Beginner  Intermediate  Advanced

**10.** What high school subject areas do you teach? (Mark all that apply.)

- Arts, music, or drama
- Humanities (foreign languages, language/literature in my native tongue)
- Mathematics
- Physical education
- Sciences (physics, biology, or chemistry)
- Social sciences (history, psychology, economics, geography, etc.)
- Other: \_\_\_\_\_

**11.** Which of the following DP positions do you have in your school? Mark all that apply. If you had held any of the positions in the past, please explain it briefly below.

- \_\_\_ DP coordinator
- \_\_\_ TOK teacher
- \_\_\_ CAS coordinator
- \_\_\_ CAS advisor or supervisor
- \_\_\_ Extended essay supervisor
- \_\_\_ Teacher of DP subject areas
- \_\_\_ Other: \_\_\_\_\_

**12.** Including this year, how many years have you worked as a CAS/TOK/EE coordinator or advisor or teacher?

CAS: \_\_\_\_\_ years

TOK: \_\_\_\_\_ years

EE: \_\_\_\_\_ years

**13.** For TOK, CAS, EE which grade levels do you teach/supervise? (If you teach any of the core components in year 1 and 2, please tick both)

\_\_ 11<sup>th</sup> grade (or DP, year 1)

\_\_ 12<sup>th</sup> grade (or DP, year 2)

- 14.** Could you please tell us the titles/topics of specific TOK essays, presentations, or extended essays, or CAS projects that your students have written/prepared in the last few years that were especially relevant to IM issues?
- 15.** What is your average number of hours of professional development per year for the DP over the past few years?
- 16.** Including this year, how many years have you worked in schools whose students come from a variety of national backgrounds? (Enter a number.) \_\_\_\_\_
- 17.** Briefly describe your interests/hobbies/clubs/social activities which relate to the aspects of international-mindedness such as multilingualism, intercultural understanding and global engagement.
- 18.** What extracurricular activities do you help students with that are related with IM issues?

## Appendix G: General Demographic Survey Permission

Dear Akin,

I'm writing to inform you that for your doctoral research, that you have formal permission to use and adapt the demographic section of the surveys that were developed in 2016 for research about CAS and TOK in Turkey.

These surveys were developed by myself Ezgi Yazgan, Denizcan Orge, and Tansu Ozakman for the purposes of their MA thesis projects.

Best wishes,

-Robin A. Martin

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**Appendix H: Interview Protocol for School Administrators  
(Principal / Head of School / DP Coordinator)**

Thank you again for taking the time to talk with me regarding the core components (CAS, TOK, EE) in the IB Diploma Program. This interview should take approximately 60 minutes. The purpose of this interview is to understand your thoughts and perceptions of how the implementation of the core components foster the development of international-mindedness at your school. Information from this interview and other data we collect from your school will be included in a brief report that we will share with your school. In our report of findings, you will not be individually identified, nor will the school be identified.

I would like to tape record our interview in order to accurately capture everything you tell me. Do I have your permission to record this interview with you?

**INTERVIEWER:** [If yes, turn on voice recorder and proceed.] I am here with [respondent name], at [school name], and today is [name of day, month, and date]. “Do I have your permission to record the interview?”



### **Interview with Administrators (Principal / Head of School / DP Coordinator)**

1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? Do the core components support students in terms of developing their multilingualism? If yes, how? Can you give any evidence or examples to illustrate it?
4. What does intercultural understanding mean to you? Do the core components support students in terms of developing their intercultural understanding? If yes, how? Can you give any evidence or examples to illustrate it?
5. What other learning opportunities does school provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
6. What does global engagement mean to you? Do the core components support students in terms of developing their global engagement? If yes, how? Can you give any evidence or examples to illustrate it?
7. Based on the support you have described, how would you describe the impact of the core components in terms of the development of internationally-minded individuals?
8. Please describe the pedagogical strategies and the policies that are implemented in the school that support international-mindedness.
9. What kind of professional development sessions are teachers and coordinators given to help improve their skills for supporting IM as they deliver the core components?
10. Does your school evaluate students' development of IM? If yes, how does your school assess IM? Why have you chosen this method of assessment? Is it effective? Why, why not? (to be asked depending on time)
11. What are the current challenges of the implementation of international-mindedness in your school? How are you addressing the challenges, if any? (core components?)
12. Is there anything else on the development of international-mindedness you might like to share that we did not cover?

Thank you very much for your time!

## **Appendix I: Interview Protocol for CAS Coordinator**

Thank you again for taking the time to talk with me regarding the CAS Program.

This interview should take approximately 60 minutes. The purpose of this interview is to understand your thoughts and perceptions of how CAS fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how, CAS, being part of the core components, develop internationally-minded individuals. Information from this interview and other data we collect from your school will be included in a brief report that we will share with your school. In our report of findings, you will not be individually identified, nor will the school be identified.

I would like to tape record our interview in order to accurately capture everything you tell me. Do I have your permission to record this interview with you?

**INTERVIEWER:** [If yes, turn on voice recorder and proceed.] I am here with [respondent name], at [program name], and today is [name of day, month, and date]. “Do I have your permission to record the interview?”

## **Interview with CAS Coordinator**

- 1.** How would you define what international-mindedness is?
- 2.** How important do you think international-mindedness is at your school?
- 3.** What does multilingualism mean to you? Does CAS support students in terms of developing their multilingualism? If yes, how? (Can you give any evidence or examples to illustrate it?)
- 4.** What does intercultural understanding mean to you? Does CAS support students in terms of developing their intercultural understanding? If yes, how? (Can you give any evidence or examples to illustrate it?)
- 5.** What other learning opportunities does school provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
- 6.** What does global engagement mean to you? Does CAS support students in terms of developing their global engagement? If yes, how? (Can you give any evidence or examples to illustrate it?)
- 7.** Have you ever taught the PYP and / or MYP? If yes, how do you think PYP and/or MYP helped students prepare for the core components and their development of international-mindedness? Which aims of the CAS program support students' development of international-mindedness?
- 8.** Does CAS support students in terms of the IB Learner Profile? If yes, how? (How does it help them gain the attributes of the Learner Profile? What attributes does it promote especially in relation to the IB mission and international-mindedness? Can you give any examples and evidence to illustrate your points?)
- 9.** In CAS reflection tasks, do you ever ask questions to reflect on issues related to IM?
- 10.** Do you evaluate students' development of IM as they carry out their CAS activities, experiences and projects? If yes, how do you assess IM? (Why have you chosen this method of assessment? Is it effective? Why? Why not?)
- 11.** In general, how would you describe the impact of CAS on students (or teachers) in terms of developing internationally-minded individuals?
- 12.** Did any of your internal or external professional development program cover / touch upon IM related issues for IM in the last few years? If yes, tell us about your thoughts and experiences on these sessions.
- 13.** Is there anything else you might like to share that we did not cover on the development of international-mindedness through the CAS program?

Thank you very much for your time!

## **Appendix J: Interview Protocol for TOK Coordinator**

Thank you again for taking the time to talk with me regarding the TOK course. This interview should take approximately 60 minutes. The purpose of this interview is to understand your thoughts and perceptions of how TOK fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how the implementation of TOK, as part of the core components, develops internationally-minded individuals. Our focus will be your practices and your perceptions of TOK outcomes. Information from this interview and other data we collect from your school will be included in a brief report that we will share with your school. In our report of findings, you will not be individually identified, nor will the school be identified.

I would like to tape record our interview in order to accurately capture everything you tell me. Do I have your permission to record this interview with you?

**INTERVIEWER:** [If yes, turn on voice recorder and proceed.] I am here with [respondent name], at [program name], and today is [name of day, month, and date]. “Do I have your permission to record the interview?”

### **Interview with TOK Coordinator**

1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? In the TOK course, do you do any activities that help develop students' multilingualism? If yes, how does TOK support students in terms of developing their multilingualism? Can you give any examples and evidence to illustrate your points?
4. What does intercultural understanding mean to you? In the TOK course, do you do any activities that help develop students' intercultural understanding? If yes, how does TOK support students in terms of developing their intercultural understanding? Can you give any examples and evidence to illustrate your points?
5. What other learning opportunities does school provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
6. What does global engagement mean to you? In the TOK course, do you do any activities that help develop students' global engagement? If yes, how does TOK support students in terms of developing their global engagement? Can you give any examples and evidence to illustrate your points?
7. Have you ever taught the PYP and / or MYP? If yes, how do you think PYP and/or MYP helped students prepare for the core components and their development of international-mindedness?
8. In the TOK course, do you do any activities that help support students in terms of the IB Learner Profile? If yes, how does the TOK course help students gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples and evidence to illustrate your points?
9. Overall, what do you think is the impact of TOK in helping to develop internationally-minded individuals?
10. What kind of support, if any, are TOK teachers given to help improve your skills for supporting IM as you deliver the TOK course? (Did any of your internal or external professional development program has covered / touched upon IM related issues or supports for IM in the last few years? If yes, tell us about what these sessions were like as well as your own thoughts, experiences and observations on these PD sessions.)
11. Do you evaluate students' development of IM in TOK presentations and TOK essays or in TOK classes? If yes, how do you assess IM in their formative or summative assessments? Is it effective? Why? Why not?
12. Is there anything else you might like to share that we did not cover on the development of international-mindedness through the TOK course?

Thank you very much for your time!

## **Appendix K: Interview Protocol for EE Coordinator**

Thank you again for taking the time to talk with me regarding the EE study. This interview should take approximately 60 minutes. The purpose of this interview is to understand your thoughts and perceptions of how EE fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how the implementation of the EE, as part of the core components, develops internationally-minded individuals. Our focus will be your practices and your perceptions of EE outcomes. Information from this interview and other data we collect from your school will be included in a brief report that we will share with your school. In our report of findings, you will not be individually identified, nor will the school be identified.

I would like to tape record our interview in order to accurately capture everything you tell me. Do I have your permission to record this interview with you?

**INTERVIEWER:** [If yes, turn on voice recorder and proceed.] I am here with [respondent name], at [program name], and today is [name of day, month, and date]. “Do I have your permission to record the interview?”

## Interview with EE Coordinator

1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? Does the EE study develop students' multilingualism? If yes, how? (How do EE advisors support students in terms of developing their multilingualism? Can you give any examples and evidence to illustrate your points from past and/or current EEs?) (e.g. research and communication skills, creative and critical thinking in another language)
4. What does intercultural understanding mean to you? Does the EE study develop students' intercultural understanding? If yes, how? (How do EE advisors support students in terms of developing their intercultural understanding? Can you give any examples and evidence to illustrate your points from past and/or current EEs?) (e.g. multiple perspective taking, cross-cultural themes, world studies essays)
5. What learning opportunities do you provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
6. What does global engagement mean to you? Does the EE study develop students' global engagement? If yes, how? (How do EE advisors support students in terms of developing their global engagement skills? Can you give any examples and evidence to illustrate your points from past and/or current EEs?) (e.g. action-research studies for local/global problems)
7. Have you ever taught the PYP and / or MYP? If yes, how do you think PYP and/or MYP helped students prepare for the core components and their development of international-mindedness?
8. How would you describe the impact of the EE study in terms of developing internationally-minded individuals?
9. Does the EE study support students in terms of the IB Learner Profile? If yes, how? (How does the EE study help them gain the attributes of the Learner Profile? What attributes does it promote in relation to the IB mission and international-mindedness and why? Can you give any examples and evidence to illustrate your points?)
10. Do you think you can evaluate students' development of IM in their extended essays? If yes, how do you assess IM? (Is it effective? Why? Why not?)
11. Did any of your internal or external professional development program cover / touch upon IM related issues or supports for IM in the last few years? If yes, tell us about your own thoughts, experiences and observations on these professional development sessions.
12. Are there any other things that you'd like to share to help us understand how EE study fosters the development of international-mindedness in your school?

Thank you very much for your time!

## Appendix L: Focus Group Protocol with CAS Advisors

Hello, I am Akın Metli. Thank you again for taking the time to talk with me regarding the CAS Program.

The purpose of this focus group is to understand your perceptions of how the implementation of the CAS program fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how CAS, as being part of the core components, develops internationally-minded individuals.

This meeting should take approximately 60 minutes. [Can anyone stay longer if needed?] Information from this focus group and other data we collect from your school will be included in an oral report that we will submit to your school. In our reporting of findings, you will not be individually identified by name or position. The report will provide aggregate information on the school. All your responses will remain confidential and we will not share your responses with any of your program administrators.

I will be taking notes as we talk and would also like to tape-record our conversation to ensure accuracy. *Do we have your permission to tape-record this conversation? [Need signed consents.]*

Since I will be relying on our tape-recording to clean up my notes, please state your first name when you answer a question and share your thoughts.

*This is a group conversation so I will also ask everyone to feel comfortable to share your thoughts and add comments freely but not to interrupt each other.*



## **Focus Group with CAS Advisors**

- 1.** How would you define what international-mindedness is?
- 2.** How important do you think international-mindedness is at your school?
- 3.** What does multilingualism mean to you? Does the CAS program develop students' multilingualism? If yes, how does the CAS program (CAS reflections and experiences) support students in terms of developing their multilingualism? Can you give any examples and evidence to illustrate your points?
- 4.** What does intercultural understanding mean to you? Does the school encourage students to consider the contexts and views of others? If yes, how does the CAS program develop students' intercultural understanding skills? Can you give any examples and evidence to illustrate your points?
- 5.** What other learning opportunities does the school provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
- 6.** What does global engagement mean to you? Does the school encourage students to do an exploration of issues of global significance? If, yes, how does the CAS program (CAS reflections and experiences) support students in terms of developing their global engagement? Can you give any examples and evidence to illustrate your points?
- 7.** Have you ever taught the PYP and / or MYP? If yes, how do you think PYP and/or MYP helped students prepare for the core components and their development of international-mindedness?
- 8.** Does the CAS program support students in terms of the IB Learner Profile? If yes, how does the CAS program help students gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples and evidence to illustrate your points?
- 9.** What are the general challenges of CAS in how it is able, or not, to foster IM?
- 10.** What kind of support is given to you to help improve students' skills for IM as you deliver the CAS program? (e.g. professional development sessions on IM, evaluation meetings on IM related objectives, action plans on the development of IM, etc.)
- 11.** How would you describe the impact of CAS on students (or teachers) in terms of developing internationally-minded individuals?
- 12.** Is there anything else you might like to share that we did not cover on the implementation of CAS in terms of the development of international-mindedness?

Thank you very much for your time!

## **Appendix M: Focus Group Protocol with TOK Teachers**

Hello, I am Akın Metli. Thank you again for taking the time to talk with me regarding the TOK classes.

The purpose of this focus group is to understand your perceptions of how the TOK classes foster the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how TOK, as being part of the core components, develops internationally-minded individuals.

This meeting should take approximately 60 minutes. [Can anyone stay longer if needed?] Information from this focus group and other data we collect from your school will be included in an oral report that we will submit to your school. In our reporting of findings, you will not be individually identified by name or position. The report will provide aggregate information on the school. All your responses will remain confidential and we will not share your responses with any of your program administrators.

I will be taking notes as we talk and would also like to tape-record our conversation to ensure accuracy. *Do we have your permission to tape-record this conversation? [Need signed consents.]*

Since I will be relying on our tape-recording to clean up my notes, please state your first name when you answer a question and share your thoughts.

*This is a group conversation so we will also ask everyone to feel comfortable to share your thoughts and add comments freely but not to interrupt each other.*

## **Focus Group with TOK Teachers**

1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? In the TOK course, do you do any activities that help develop students' multilingualism? If yes, how does TOK support students in terms of developing their multilingualism? Can you give any examples and evidence to illustrate your points?
4. What does intercultural understanding mean to you? In the TOK course, do you do any activities that help develop students' intercultural understanding? If yes, how does TOK support students in terms of developing their intercultural understanding? Can you give any examples and evidence to illustrate your points?
5. What other learning opportunities does school provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
6. What does global engagement mean to you? In the TOK course, do you do any activities that help develop students' global engagement? If yes, how does TOK support students in terms of developing their global engagement? Can you give any examples and evidence to illustrate your points?
7. Have you ever taught the PYP and / or MYP? If yes, how do you think PYP and/or MYP helped students prepare for the core components and their development of international-mindedness?
8. In the TOK course, do you do any activities that help support students in terms of the IB Learner Profile? If yes, how does the TOK course help students gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples and evidence to illustrate your points?
9. Overall, what do you think is the impact of TOK in helping to develop internationally-minded individuals?
10. What kind of support, if any, are TOK teachers given to help improve your skills for supporting IM as you deliver the TOK course? (Did any of your internal or external professional development program has covered / touched upon IM related issues or support for IM in the last few years? If yes, tell us about what these sessions were like as well as your own thoughts, experiences and observations on these PD sessions.)
11. Do you evaluate students' development of IM in TOK presentations and TOK essays or in TOK classes? If yes, how do you assess IM in their formative or summative assessments? Is it effective? Why? Why not?
12. Is there anything else you might like to share that we did not cover on the development of international-mindedness through the TOK course?

Thank you very much for your time!

## **Appendix N: Focus Group Protocol with EE Supervisors**

Hello, I am Akın Metli. Thank you again for taking the time to talk with me regarding Extended Essay.

The purpose of this focus group is to understand your perceptions of how the EE study fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how EE, as part of the core components, develops internationally-minded individuals.

This meeting should take approximately 60 minutes. [Can anyone stay longer if needed?] Information from this focus group and other data we collect from your school will be included in an oral report that we will submit to your school. In our reporting of findings, you will not be individually identified by name or position. The report will provide aggregate information on the school. All your responses will remain confidential and we will not share your responses with any of your program administrators.

I will be taking notes as we talk and would also like to tape-record our conversation to ensure accuracy. *Do we have your permission to tape-record this conversation? [Need signed consents.]*

Since I will be relying on our tape-recording to clean up my notes, please state your first name when you answer a question and share your thoughts.

*This is a group conversation so we will also ask everyone to feel comfortable to share your thoughts and add comments freely but not to interrupt each other.*

## **Focus Group with EE Supervisors**

1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? Does the EE study develop students' multilingualism? If yes, how do you support students in terms of developing their multilingualism? Can you give any examples and evidence to illustrate your points from past and/or current EEs? (e.g. research and communication skills, creative and critical thinking)
4. What does intercultural understanding mean to you? Does the EE study develop students' intercultural understanding? If yes, how do you support students in terms of developing their intercultural understanding? Can you give any examples and evidence to illustrate your points from past and/or current EEs? (e.g. multiple perspective taking, cross-cultural themes, world studies essays)
5. What other learning opportunities does school provide to accomplish intercultural goals and address intercultural issues? (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
6. What does global engagement mean to you? Does the EE study develop students' global engagement? If yes, how do you support students in terms of developing their global engagement skills? Can you give any examples and evidence to illustrate your points from past and/or current EEs? (e.g. action-research studies for local/global problems)
7. Have you ever taught the PYP and / or MYP? If yes, how do you think PYP and/or MYP helped students prepare for the core components and their development of international-mindedness?
8. Does the EE study support your students in terms of the IB Learner Profile? If yes, how does the EE study help your students gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples and evidence to illustrate your points?
9. What kind of support are you given to help improve skills for supporting IM as you supervise students for EE? Did any of your internal or external professional development has covered / touched upon IM related issues or support for IM in the last few years? If yes, tell us about what these sessions were like as well as your own thoughts, experiences and observations on these PD sessions.
10. Do you evaluate students' development of IM in their extended essays? If yes, how do you evaluate IM in EEs? Is it effective? Why? Why not?
11. Overall, what do you think is the impact of EE in helping to develop internationally-minded individuals?
12. Are there any other things that you'd like to share to help us understand how EE study fosters the development of international-mindedness in your school?

Thank you for your time!

## **Appendix O: Focus Group Protocol with DP CAS Students**

Hello, I am Akın Metli. Thank you for meeting with us today. The purpose of this focus group is to understand your perceptions of how the implementation of the CAS program fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how CAS, as being part of the core components, develops internationally-minded individuals.

It is important that we get a chance to hear about your experiences directly from you, so your willingness to participate is a great help and will provide important information. I hope each of you will speak openly today, but you don't all have to answer every question.

Your answers will remain confidential and we will report findings from our conversation in the aggregate. No names will be shared with any of your teachers or the principal.

**CONSENT:** Before we begin, I need to have a record that you understand that this discussion group is part of a study and you agree to participate. Please take a moment to read over your permission form and let me know if you have any questions.

[Collect signed forms.]

*We would also like to audio-record this discussion make sure we heard everything correctly. Do I have the group's permission to tape this conversation?*

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### **Focus Group Interview with CAS Students**

- 1.** How would you define what international-mindedness is?
- 2.** How important do you think international-mindedness is at your school?
- 3.** What does multilingualism mean to you? Does the CAS program develop your multilingualism? If yes, how does the CAS program support you in terms of developing your multilingualism?
- 4.** What does intercultural understanding mean to you? Does the CAS program develop your intercultural understanding? If yes, how does the CAS program support you in terms of developing your intercultural understanding?
- 5.** What other learning opportunities are you provide to accomplish intercultural goals (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
- 6.** What does global engagement mean to you? Does the CAS program develop your global engagement skills? If yes, how does the CAS program support you in terms of developing your global engagement?
- 7.** Have you been a PYP and/or MYP student? If yes, how did your experience as a PYP and/or MYP student help you prepare for EE, TOK and CAS and your development of international-mindedness?
- 8.** How does your advisor/coordinator support you in your plan/act/observe/reflect process? How does the school support you in terms of undertaking activities in local and/or international contexts?
- 9.** Does the CAS program support you in terms of the IB Learner Profile? If yes, how does the CAS program help you gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples or evidence?
- 10.** How do you think you are improving the local and global community by participating in CAS?
- 11.** Are there any other things that you'd like to share to help us understand your perceptions and outcomes of CAS in terms of your development of international-mindedness?

Thank you very much for your time!

## **Appendix P: Focus Group Protocol with DP TOK Students**

Hello, I am Akın Metli. Thank you for meeting with me today. The purpose of this focus group is to understand your perceptions of how the TOK classes foster the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how TOK, as being part of the core components, develops internationally-minded individuals.

It is important that I get a chance to hear about your experiences directly from you, so your willingness to participate is a great help and will provide important information. I hope each of you will speak openly today, but you don't all have to answer every question.

Your answers will remain confidential and we will report findings from our conversation in the aggregate. No names will be shared with any of your teachers or the principal.

**CONSENT:** Before I begin, we need to have a record that you understand that this discussion group is part of a study and you agree to participate. Please take a moment to read over your permission form and let me know if you have any questions.

[Collect signed forms.]

*I would also like to audio-record this discussion make sure I heard everything correctly. Do I have the group's permission to tape this conversation?*

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## **Focus Group Interview with TOK Students**



1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? Does the TOK course develop your multilingualism? If yes, how does TOK support you in terms of developing your multilingualism?
4. What does intercultural understanding mean to you? Does the TOK course develop your intercultural understanding? If yes, how does TOK support you in terms of developing your intercultural understanding?
5. What other learning opportunities are you provide to accomplish intercultural goals (theatre, film, arts, books, site visits, intercultural journals, personal interactions, travel?)
6. What does global engagement mean to you? Does the TOK course develop your global engagement? If yes, how does TOK support you in terms of developing your global engagement?
7. Have you been a PYP and/or MYP student? If yes, how did your experience as a PYP and/or MYP student help you prepare for EE, TOK and CAS and your development of international-mindedness?
8. What do you think you gain most from discussing the TOK knowledge questions, ways of knowing, or areas of knowledge that you think relate especially to international-mindedness?
9. Does the TOK course support you in terms of the IB Learner Profile? If yes, how does TOK help you gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples or evidence?
10. How would you describe the overall impact of TOK in terms of developing internationally-minded individuals? Do you benefit from taking the TOK course? How would you describe the impact of TOK course on your personal development?
11. Is there anything else on the TOK course you might like to share that we did not cover on the development of international-mindedness through the TOK course?

Thank you very much for your time!

## **Appendix Q: Focus Group Protocol with DP EE Students**

Hello, I am Akın Metli. Thank you for meeting with me today.

The purpose of this focus group is to understand your perceptions of how EE fosters the development of international-mindedness at your school. Your responses will be used to help inform the multiple case study research and to give us a sense of how EE, as being part of the core components, develops internationally-minded individuals.

It is important that I get a chance to hear about your experiences directly from you, so your willingness to participate is a great help and will provide important information. I hope each of you will speak openly today, but you don't all have to answer every question.

Your answers will remain confidential and we will report findings from our conversation in the aggregate. No names will be shared with any of your teachers or the principal.

**CONSENT:** Before I begin, I need to have a record that you understand that this discussion group is part of a study and you agree to participate. Please take a moment to read over your permission form and let me know if you have any questions.

[Collect signed forms.]

*I would also like to audio-record this discussion make sure I heard everything correctly. Do I have the group's permission to tape this conversation?*

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### **Focus Group Interview with EE Students**

1. How would you define what international-mindedness is?
2. How important do you think international-mindedness is at your school?
3. What does multilingualism mean to you? Does the EE study develop your multilingualism? If yes, how does it support you in terms of developing their multilingualism? Can you give any examples and evidence to illustrate your points from past and/or current EEs? (e.g. research and communication skills, creative and critical thinking)
4. What does intercultural understanding mean to you? Does the EE study develop your intercultural understanding? If yes, how does it support you in terms of developing their intercultural understanding? Can you give any examples and evidence to illustrate your points from past and/or current EEs? (e.g. multiple perspective taking, cross-cultural themes, world studies essays)
5. What other learning opportunities are you provide to accomplish intercultural goals (theatre, film, arts, books, site visits, intercultural journals?)
6. What does global engagement mean to you? Does the EE study develop your global engagement? If yes, how does it support you in terms of developing your global engagement skills? Can you give any examples and evidence to illustrate your points from past and/or current EEs? (e.g. action-research studies for local/global problems)
7. Have you been a PYP and/or MYP student? If yes, how did your experience as a PYP and/or MYP student help you prepare for EE, TOK and CAS and your development of international-mindedness?
8. Does the EE study support you in terms of the IB Learner Profile? If yes, how does the EE study help you gain the attributes of the Learner Profile? What attributes does it promote more and why? Can you give any examples and evidence to illustrate your points?
9. How would you describe the impact of EE study on your personal development in terms of IM?
10. Are there any other things that you'd like to share to help us understand how your EE study fosters the development of international-mindedness in your school?

Thank you very much for your time!

## Appendix R: Observation Protocol for TOK Classes

Name of Observer:  
 Observation Date and Time:  
 Lesson Objectives:

Grade Level:  
 Subject-Unit:  
 Number of Ss:

### TOK Lesson Observation Form

	<b>Factual Notes</b>	<b>Opportunities and Challenges for Multilingualism, Intercultural Understanding and Global Engagement</b>
<p><b>Classroom Environment</b>            *How is the TOK classroom decorated?            (In particular, what, if anything, is there hanging on the classroom walls that would relate to one of the aspects (multilingualism, intercultural understanding and global engagement) of IM?)</p>		
<p><b>Learning (IM related evidence of student learning)</b>            * Examples students give?            * Questions or new ideas that students initiate?            * How students respond to each other?            * How teacher may learn in relation to students?</p>		
<p><b>Teaching (IM related pedagogy)</b>            *Topics of discussion?            *Initial questions &amp; onward probing questions?            *Questions/comments that build from students' ideas?            *Other techniques used to elicit inquiry/discussion?</p>		
<p><b>Interaction Patterns</b>            *Teacher talk time            *What proportion of students are active participants?            * How often do student initiate new topics/questions?</p>		
<p><b>Any other points</b></p>		

### Post Lesson Observation

<b>Questions to Observed Teacher</b>	<b>Observed Teacher Responses</b>
<p>(How) Did you plan to develop IM in the observed class? What challenges or opportunities did you see?</p>	
<p>Were there any examples in the lesson that you felt were good internationally-minded teaching? What may have prevented students from sometimes going deeper into discussions about cultural differences or challenging their own assumptions?</p>	
<p>Did students show international-mindedness in the lesson I just observed? What evidence did you see of that today?</p>	
<p>How did this lesson relate to their overall IM with this class?</p>	

## **Appendix S: School Audit Form**

### **Observations on School Culture**

#### **SCHOOL ETHOS AND AIMS**

1. Is the school Mission Statement – or similar- visible? What location?
2. Is the IB Mission Statement visible? What location?
3. Is the IB Learner Profile evident? What location?
4. Is there a flag/ flags being flown at the school entrance? Nationality?  
Are there flags around the school? Which flags?
5. Is the history of the school evident and being told?

#### **COMMUNICATION/ LANGUAGE/TERMINOLOGY**

1. Are there notices on the walls? What about and in which languages?
2. If there are Visual Display Units what is displayed and in what languages?
3. What is the language of the signage?
4. Is there a 'Welcome' sign evident? What languages?

#### **CELEBRATING DIVERSITY**

What artistic images (sounds) are evident / on display? What is the type/ origin? Art / Poetry / Literature / Music?

Do displays seem to celebrate diversity, e.g. positive examples of different cultures, genders, abilities and family groups?

1. Are there any religious artefacts evident? Which religions?
2. Are there other cultural artefacts evident? Which cultures?
3. What type of food is served (cultural origins?) Is there information about meals/ food/ origins displayed?

## **VIEWPOINTS AND GLOBAL/ LOCAL PERSPECTIVES**

Is there any evidence of;

1. active global engagement on display around the school e.g. special events/ international links/ partnerships/charitable work etc. ?
2. active local engagement on display around the school e.g. special events/ community links/ partnerships/charitable work etc. ?
3. a commitment to sustainable development /care for the environment near and far e.g. signage about energy/ water use, waste?

## **OVERALL**

Overall impression e.g. What is your overall impression of the balance between local/ regional/ national and international perspectives around the school?

Template taken from: Hacking, E, Blackmore, C, Bullock, K, Bunnell, T, Donnelly, M and Martin, S. (2017). The international-mindedness journey: School practices for developing and assessing international-mindedness across the IB continuum. Bethesda, MD, USA. International Baccalaureate Organization.

## Appendix T: School Documents Requested for Analysis

We request the following documents from each participating school. These documents will enable the researcher to review how international-mindedness is fostered through the core components in the DP, school culture and extra-curricular activities, along with school policies or other documents that may influence how international-mindedness (IM) is enacted in each school. For samples of student work, it will be requested that students' names are removed.

----- Extended Essays related with aspects of IM such as multilingualism, intercultural understanding and global engagement

----- CAS Portfolios / CAS reflection reports related with aspects of IM such as multilingualism, intercultural understanding and global engagement

----- TOK essays / course implementation plans / lesson plans / activities related with aspects of IM such as multilingualism, intercultural understanding and global engagement

----- A recent IB five-year evaluation report of the section that describes how IM, CAS, EE and TOK were evaluated

----- School mission/vision statements

----- Strategic school plan, any sections that reference the core components and short-term/long term curricular planning related with aspects of IM such as multilingualism, intercultural understanding and global engagement

----- School Staff Handbook

----- Brief summary of professional development opportunities for IM that your school has made available to teachers, students and coordinators/administrators

----- Meeting agenda minutes and/or notes where IM related aspects such as multilingualism, intercultural understanding and global engagement are discussed (in the past 12 months)

----- School extracurricular activities handbook

----- IB school language policy, or any other policies that may influence how IM is enacted

----- School media (newspapers, website news, magazines, etc.) reinforcing IM in terms of multilingualism, intercultural understanding, global engagement



## Appendix U: Document Analysis Rubric

### IM Document Analysis Processes and Charts

School: \_\_\_\_\_ Dates collected: \_\_\_\_\_

DIRECTIONS: Mark copy of the document in which evidence is found using colored pens for each IM element (ML=red, IU=yellow, GE=green). If copies of documents are not available, use *Part A2-Schoolwide Document Analysis Blank Form* to make notes about that document. Remember to list each document also in Part 1A.1 for summarizing all relevant documents.

#### Part 1: List IM-related documents for each school culture/climate

IM elements	Guiding Questions	List documents found with evidence for answering questions
<b>ML: Multilingualism</b>	<ol style="list-style-type: none"> <li>1) What languages are used in writing each document reviewed?</li> <li>2) What policies exist that support the use of 2 or more languages in the school?</li> <li>3) What news or announcements over past year discuss the use of more than one language at the school?</li> <li>4) What achievements or events are highlighted in recent months about students' multilingualism?</li> </ol>	
<b>IU: Intercultural understanding</b>	<ol style="list-style-type: none"> <li>1) What policies exist that encourage students or staff to develop their IU?</li> <li>2) What news or announcements have been posted in past year for events or activities that promote a form of IU in the school or greater community?</li> <li>3) What events have been described in past year that celebrate intercultural awareness or illustrate learning about other cultures?</li> </ol>	
<b>GE: Global engagement</b>	<ol style="list-style-type: none"> <li>1) What policies exist that support school staff or students to take responsible actions for helping others or engaging in activities for improving the local or global communities?</li> <li>2) How do announcements or news about local services or issues make links with global issues?</li> <li>3) What is described in documents that give emphasis to actions that benefit others?</li> </ol>	

**Part 2: IM Project Document Analysis – Schoolwide document**

Use a separate copy of this form for recording EACH particular document that evidences IM issues about school culture/climate.

**School:** \_\_\_\_\_ **Document reviewed:** \_\_\_\_\_

Is more than one language used in this document? Yes / No  
If so which ones were used? \_\_\_\_\_

	<b>IM Element: Section of document where evidence is found</b>	<b>Briefly discuss breadth or depth of evidence</b>
<b><u>ML: Multilingualism:</u></b>		
<b><u>IU: Intercultural understanding:</u></b>		
<b><u>GE: Global engagement:</u></b>		

**Part 3: EE/CAS/TOK student documents (essays and portfolios) – Summary List**

DIRECTIONS: Give each student document a Doc ID number. Then, mark copy of the document in which evidence is found using colored pens for each IM element (ML=red, IU=yellow, GE=green). If copies of documents are not available, use Part B.2 – Student Documents Blank Form to make notes about that document.

	<b>Reflection / Question</b>	<b>Documents where evidence is found (Note by Doc ID)</b>
<b>Multilingualism</b>	<p><i>What evidence do core components (EE/CAS/TOK) documents show of students' learning about:</i></p> <ol style="list-style-type: none"> <li>1) Language as a way of knowing?</li> <li>2) Importance of language learning?</li> <li>3) Value of foreign language skills, such as for practical access to information or interpreting experiences?</li> <li>4) Students' expressions and understanding of the world's rich cultural heritage</li> <li>5) Identity issues related to the use of native/foreign language/s?</li> <li>6) Authority and power relations with respect to the encoding of language</li> </ol>	
<b>Intercultural understanding</b>	<p><i>What evidence do core components (EE/CAS/TOK) documents show of students' learning about:</i></p> <ol style="list-style-type: none"> <li>1) Implicit and explicit ways of how culture is explored?</li> <li>2) Cultural practices, values, customs, traditions and habits as well as cultural diversity, cultural ambiguity and cultural differences?</li> <li>3) Understanding of own culture in global and comparative contexts?</li> <li>4) Recognition of their own perspective and the perspective of others?</li> <li>5) Knowledge and appreciation of different cultures?</li> <li>6) Appreciation of beliefs, values and ways of knowing?</li> <li>7) Aspects such as personal, ethnic, religious, regional, gender, sexual orientation, national cultures and identities?</li> <li>8) Ways of dealing with cultural challenges or dilemmas such as identifying, engaging with and reflecting on these conflicts and challenges?</li> </ol>	

<b>Global Engagement</b>	<p><b><i>What evidence do core components (EE/CAS/TOK) documents show of students' learning about:</i></b></p> <ol style="list-style-type: none"> <li>1) Investigation of the world beyond its immediate environment?</li> <li>2) Ways of communicating ideas with a diverse audience?</li> <li>3) How to translate ideas into action?</li> <li>4) Identify issues through generating questions which are researchable at the local, national and global levels?</li> <li>5) How to solve problems critically by considering diverse cultural frames of references and alternative perspectives?</li> <li>6) Ways of exploring human commonality, diversity and interconnection?</li> <li>7) How they address the local and global issues such as environment, development, conflict, rights, cooperation and governance, power and privilege?</li> <li>8) Ways of connecting the local with the global issues?</li> </ol>	
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**Part 4: IM Project Document Analysis – Student document blank form**

Use a separate copy of this form for recording each particular document that evidences IM issues within samples of students' core components documents.

School: \_\_\_\_\_ Core components: CAS /EE/TOK Doc ID: \_\_\_\_\_

ML-0: Is more than one language used in this document? Yes / No  
If so which ones were used? \_\_\_\_\_

	<b>IM Element: Section of document where evidence is found</b>	<b>Briefly discuss breadth or depth of evidence</b>
<b><u>ML:</u> <u>Multilingualism:</u></b>		
<b><u>IU: Intercultural understanding:</u></b>		
<b><u>GE: Global engagement:</u></b>		

## **Appendix V: NVIVO Node Structure Summary**

### **Nodes\1 General Info**

Nodes\1 General Info\1.1 Recording Permission  
Nodes\1 General Info\1.2 Transcript Info  
Nodes\1 General Info\1.3 Transitions  
Nodes\1 General Info\1.4 Operational Issues  
Nodes\1 General Info\1.5 Logistics  
Nodes\1 General Info\1.6 Survey Processes  
Nodes\1 General Info\1.7 Interview-focus group processes  
Nodes\1 General Info\1.8 Doc review process

### **Nodes\2 International-mindedness**

Nodes\2 International-mindedness\2.1 Definition of IM  
Nodes\2 International-mindedness\2.10 New Ideas for IM Pedagogy  
Nodes\2 International-mindedness\2.11 Non-academic examples of IM  
Nodes\2 International-mindedness\2.2 Significance of IM  
Nodes\2 International-mindedness\2.3 Claims and Examples of IM  
Nodes\2 International-mindedness\2.4 Strategies and Policies about developing IM  
Nodes\2 International-mindedness\2.5 Support for teachers on IM  
Nodes\2 International-mindedness\2.6 Assessment of IM  
Nodes\2 International-mindedness\2.7 Challenges of Implementing IM  
Nodes\2 International-mindedness\2.7 Challenges of Implementing IM\2.7.1  
Challenges that students face in developing their IM  
Nodes\2 International-mindedness\2.7 Challenges of Implementing IM\2.7.2  
Challenges to curriculum & support for IM  
Nodes\2 International-mindedness\2.8 Learner Profile Attributes  
Nodes\2 International-mindedness\2.9 Misconceptions about IM

### **Nodes\3 Multilingualism**

Nodes\3 Multilingualism\3.1 Definition of multilingualism  
Nodes\3 Multilingualism\3.2 Academic examples of multilingualism  
Nodes\3 Multilingualism\3.3 Challenges to multilingualism  
Nodes\3 Multilingualism\3.4 Non-academic examples of multilingualism  
Nodes\3 Multilingualism\3.5 Variations and Issues related with multilingualism  
Nodes\3 Multilingualism\3.6 Importance and Value of language learning  
Nodes\3 Multilingualism\3.7 Language and culture

### **Nodes\4 Intercultural Understanding**

Nodes\4 Intercultural Understanding\4.1 Definition of Intercultural Understanding  
Nodes\4 Intercultural Understanding\4.10 Empathy and Perspective taking  
Nodes\4 Intercultural Understanding\4.11 Cultural challenges or dilemmas  
Nodes\4 Intercultural Understanding\4.12 Cultural diversity  
Nodes\4 Intercultural Understanding\4.13 Cultural Identity

Nodes\4 Intercultural Understanding\4.13 Cultural Identity\4.13.1 Personal Background (ethnic, religious, regional, gender, sexual orientation, national cultures and identities)

Nodes\4 Intercultural Understanding\4.13 Cultural Identity\4.13.2 Sense of self

Nodes\4 Intercultural Understanding\4.2 Academic Examples of Intercultural Understanding

Nodes\4 Intercultural Understanding\4.3 Challenges to intercultural understanding

Nodes\4 Intercultural Understanding\4.5 Non-academic examples of intercultural understanding

Nodes\4 Intercultural Understanding\4.6 Mono-Intercultural Mindset

Nodes\4 Intercultural Understanding\4.7 Recognizing beliefs, values, and ways of knowing

Nodes\4 Intercultural Understanding\4.8 Knowledge and appreciation of different cultures

Nodes\4 Intercultural Understanding\4.9 Understanding of self in global context

## **Nodes\5 Global Engagement**

Nodes\5 Global Engagement\5.1 Definition of Global Engagement

Nodes\5 Global Engagement\5.10 Community Service (School Service Projects to take actions on Global Problems)

Nodes\5 Global Engagement\5.2 Academic Examples of Global Engagement

Nodes\5 Global Engagement\5.3 Challenges to Global Engagement

Nodes\5 Global Engagement\5.4 Non-academic examples of global engagement

Nodes\5 Global Engagement\5.5 Ways of connecting the local with the global issues

Nodes\5 Global Engagement\5.6 Ways of exploring human commonality, diversity and interconnection

Nodes\5 Global Engagement\5.7 Social Responsibility

Nodes\5 Global Engagement\5.8 Global Competence (Self-awareness, intercultural communication, global knowledge)

Nodes\5 Global Engagement\5.9 Global Civic Engagement

## **Nodes\6 IB Curricula**

Nodes\6 IB Curricula\6.1 Creativity Activity Service

Nodes\6 IB Curricula\6.1 Creativity Activity Service\6.1.1 Challenges and Struggles of CAS in developing IM

Nodes\6 IB Curricula\6.1 Creativity Activity Service\6.1.2 How CAS supports IM

Nodes\6 IB Curricula\6.2 Extended Essay\6.2.1 Challenges and Struggles of EE in developing IM

Nodes\6 IB Curricula\6.2 Extended Essay\6.2.2 How EE supports IM

Nodes\6 IB Curricula\6.2 Extended Essay\6.2.3 Discussion on EE experiences

Nodes\6 IB Curricula\6.3 Theory of Knowledge

Nodes\6 IB Curricula\6.3 Theory of Knowledge\6.3.1 Challenges and Struggles of Theory of Knowledge in developing IM

Nodes\6 IB Curricula\6.3 Theory of Knowledge\6.3.2 How TOK supports IM

Nodes\6 IB Curricula\6.3 Theory of Knowledge\6.3.3 Discussion on TOK experiences

Nodes\6 IB Curricula\6.3 Theory of Knowledge\6.3.4 TOK lesson notes

Nodes\\6 IB Curricula\\6.4 Prior IB curricula in earlier grades  
Nodes\\6 IB Curricula\\6.4 Prior IB curricula in earlier grades\\6.4.1 How MYP helps the development of IM  
Nodes\\6 IB Curricula\\6.4 Prior IB curricula in earlier grades\\6.4.2 How PYP helps the development of IM  
Nodes\\6 IB Curricula\\6.5 Other DP Subject Areas

## **Nodes\\7 School Culture and Climate**

Nodes\\7 School Culture and Climate\\7.1 School Climate  
Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.1 Whole school activities  
Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.2 International Interactions  
Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.3 School mission and vision  
Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.4 Diversity  
Nodes\\7 School Culture and Climate\\7.2 Communication between students, teachers, admin  
Nodes\\7 School Culture and Climate\\7.3 Leadership

## **Nodes\\8 Emergent Coding**

Nodes\\8 Emergent Coding\\8.1 Ethical Implications and Considerations  
Nodes\\8 Emergent Coding\\8.10 Criticisms about PYP-MYP  
Nodes\\8 Emergent Coding\\8.11 Comments on IM Research  
Nodes\\8 Emergent Coding\\8.2 Continuum versus non-continuum students  
Nodes\\8 Emergent Coding\\8.3 IBO support  
Nodes\\8 Emergent Coding\\8.4 Student Participation in Conferences or Workshops  
Nodes\\8 Emergent Coding\\8.5 Approaches to Teaching and Learning  
Nodes\\8 Emergent Coding\\8.6 Bureaucracy  
Nodes\\8 Emergent Coding\\8.7 Suggestions for further study  
Nodes\\8 Emergent Coding\\8.8 Teaching strategies to support students

## Appendix W: Global Citizenship Scale (Adapted Version)

*Permission was granted to the researcher by the authors Morais & Ogden (2010) to use and adapt this survey.*

### Global Citizenship Survey

*Part A: Please indicate how strongly you agree or disagree with the following statements regarding your views of the world. Please check the circle that best describes your present thinking.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I think that most people around the world get what they should have.	1	2	3	4	5
2.	Developed nations should make earnings around the world as fair as possible.	1	2	3	4	5
3.	It is OK if some people in this world have more opportunities than others.	1	2	3	4	5
4.	I think that people around the world get the rewards and punishments they deserve.	1	2	3	4	5
5.	The needs of the world's most fragile people are much more important than my own.	1	2	3	4	5
6.	My nation should imitate the more sustainable and fair behaviors of other developed countries.	1	2	3	4	5
7.	When there is inadequacy of food or resources, it is sometimes necessary to use force against others to get what you need.	1	2	3	4	5
8.	I feel that many people around the world are poor because they do not work hard enough.	1	2	3	4	5
9.	I do not feel responsible for the world's unfairness, injustice and problems.	1	2	3	4	5
10.	The world is generally a fair place.	1	2	3	4	5
11.	No one country or group of people should dominate and take advantage of others in this world.	1	2	3	4	5
12.	I respect and am concerned with the rights of all people, globally.	1	2	3	4	5
13.	After all that I have been given in my life, I want to give to others in the global society.	1	2	3	4	5



*Part B: Please indicate how strongly you agree or disagree with the following statements regarding your abilities to function in the world. Please check the circle that best describes your present thinking.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident that I can succeed and flourish in any culture or country.	1	2	3	4	5
2.	I unconsciously adapt my behavior, traits and habits when I am interacting with the people of other cultures.	1	2	3	4	5
3.	I often adapt my communication style to other people's cultural background.	1	2	3	4	5
4.	I know how to develop a plan to help ease a global environmental or social problem.	1	2	3	4	5
5.	I am able to communicate in different ways with people from different cultures.	1	2	3	4	5
6.	I am knowledgeable about recent issues that affect international relations.	1	2	3	4	5
7.	I know several ways in which I can make a difference on some of this world's most worrying problems.	1	2	3	4	5
8.	I am fluent in more than one language.	1	2	3	4	5
9.	I am able to get other people to care about the global problems that concern me.	1	2	3	4	5
10.	I am pleased with working with people who have different cultural values from me.	1	2	3	4	5
11.	I feel comfortable expressing my opinions about an insistent global problem in front of a group of people.	1	2	3	4	5
12.	I can help people from other cultures to interact better by helping them to understand each others' values and practices.	1	2	3	4	5
13.	I am able to write an opinion letter to a local media source expressing my concerns over global unfairness and issues.	1	2	3	4	5

*Part C: Please indicate how likely it is that you will be doing each of the following actions by checking the circle that best corresponds with your present thinking.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	If possible, I will always buy fair-trade (legal and equitable trade) or local products and brands.	1	2	3	4	5
2.	In the future, I will contact a newspaper or radio to express my concerns about global environmental, social or political problems.	1	2	3	4	5
3.	In the future, I plan to do volunteer work to help individuals and communities abroad.	1	2	3	4	5
4.	In the future, I will express my views about international politics on a website, blog, or chat-room.	1	2	3	4	5
5.	In the future, I will participate in a walk, dance, run or bike ride in support of a global cause.	1	2	3	4	5
6.	In the future, I will sign an email or a request letter to help individuals or communities abroad.	1	2	3	4	5
7.	In the future, I will volunteer my time working to help individuals or communities abroad.	1	2	3	4	5
8.	In the future, I plan to get involved with a global humanitarian organization or project.	1	2	3	4	5
9.	In the future, I will deliberately buy brands and products that are known to be supportive of minority people and struggling places.	1	2	3	4	5
10.	In the future, I will contact or visit someone in government to look for public action on global issues and concerns.	1	2	3	4	5
11.	In the future, I plan to help international people who are in difficulty.	1	2	3	4	5
12.	I will boycott brands or products that are known to harm marginalized (demeaning) global people and places.	1	2	3	4	5
13.	In the future, I plan to get involved in a program that addresses the global environmental crisis.	1	2	3	4	5
14.	In the future, I will display and/or wear badges/stickers/signs that promote a more just and fair world.	1	2	3	4	5
15.	In the future, I will work informally with a group toward solving a global humanitarian problem.	1	2	3	4	5
16.	In the future, I will participate in a live music or theatre performance or other event where young people express their views about global problems.	1	2	3	4	5
17.	In the future, I will pay a membership or make a cash donation to a global charity.	1	2	3	4	5

## **Appendix X: Global Citizenship Survey Reverse Coded Items**

### **Social responsibility (SR): global justice and disparities**

Part A-Item 1 (SR. 1.1) I think that most people around the world get what they should have.

Part A- Item 3 (SR. 1.2) It is OK if some people in this world have more opportunities than others.

Part A-Item 4 (SR. 1.3) I think that people around the world get the rewards and punishments they deserve.

Part A-Item 7 (SR 1.4) When there is inadequacy of food or resources, it is sometimes necessary to use force against others to get what you need.

Part A-Item 10 (SR. 1.5) The world is generally a fair place.

### **Social responsibility: altruism and empathy**

Part A-Item 8 (SR. 2.2) I feel that many people around the world are poor because they do not work hard enough.

Part A-Item 9 (SR. 3.3) I do not feel responsible for the world's unfairness, injustice and problems.

## Appendix Y: Global Citizenship Scale (Original Version)

*Permission was granted to the researcher by the authors Morais & Ogden (2010) to use and adapt this survey.*

*Please indicate how strongly you agree or disagree with the following statements regarding your views of the world. Please check the circle that best describes your present thinking.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I think that most people around the world get what they are entitled to have.	1	2	3	4	5
2.	Developed nations have the obligation to make incomes around the world as equitable as possible.	1	2	3	4	5
3.	It is OK if some people in this world have more opportunities than others.	1	2	3	4	5
4.	I think that people around the world get the rewards and punishments they deserve.	1	2	3	4	5
5.	The needs of the worlds' most fragile people are more pressing than my own.	1	2	3	4	5
6.	My nation should emulate the more sustainable and equitable behaviors of other developed counties.	1	2	3	4	5
7.	In times of scarcity, it is sometimes necessary to use force against others to get what you need.	1	2	3	4	5
8.	I feel that many people around the world are poor because they do not work hard enough.	1	2	3	4	5
9.	I do not feel responsible for the world's inequities and problems.	1	2	3	4	5
10.	The world is generally a fair place.	1	2	3	4	5
11.	No one country or group of people should dominate and exploit others in this world.	1	2	3	4	5
12.	I respect and am concerned with the rights of all people, globally.	1	2	3	4	5
13.	I think of my life in terms of giving back to the global society.	1	2	3	4	5

*Please indicate how strongly you agree or disagree with the following statements regarding your abilities to function in the world. Please check the circle that best describes your present thinking.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident that I can thrive in any culture or country.	1	2	3	4	5
2.	I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.	1	2	3	4	5
3.	I often adapt my communication style to other people's cultural background.	1	2	3	4	5
4.	I know how to develop a plan to help mitigate a global environmental or social problem.	1	2	3	4	5
5.	I am able to communicate in different ways with people from different cultures.	1	2	3	4	5
6.	I am informed of current issues that impact international relations.	1	2	3	4	5
7.	I know several ways in which I can make a difference on some of this world's most worrisome problems.	1	2	3	4	5
8.	I am fluent in more than one language.	1	2	3	4	5
9.	I am able to get other people to care about global problems that concern me.	1	2	3	4	5
10.	I welcome working with people who have different cultural values from me.	1	2	3	4	5
11.	I feel comfortable expressing my views regarding a pressing global problem in front of a group of people.	1	2	3	4	5
12.	I am able to mediate interactions between people of different cultures by helping them understand each others' values and practices.	1	2	3	4	5
13.	I am able to write an opinion letter to a local media source expressing my concerns over global inequities and issues.	1	2	3	4	5

Please indicate how likely it is that you will be doing each of the following actions by checking the circle that best corresponds with your present thinking.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	If at all possible, I will always buy fair-trade or locally grown products and brands.	1	2	3	4	5
2.	Over the next 6 months, I will contact a newspaper or radio to express my concerns about global environmental, social or political problems.	1	2	3	4	5
3.	Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.	1	2	3	4	5
4.	Over the next 6 months, I will express my views about international politics on a website, blog, or chat-room.	1	2	3	4	5
5.	Over the next 6 months, I will participate in a walk, dance, run or bike ride in support of a global cause.	1	2	3	4	5
6.	Over the next 6 months, I will sign an email or written petition seeking to help individuals or communities abroad.	1	2	3	4	5
7.	Over the next 6 months, I will volunteer my time working to help individuals or communities abroad.	1	2	3	4	5
8.	Over the next 6 months, I plan to get involved with a global humanitarian organization or project.	1	2	3	4	5
9.	Over the next 6 months, I will deliberately buy brands and products that are known to be good stewards of marginalized people and places.	1	2	3	4	5
10.	Over the next 6 months, I will contact or visit someone in government to seek public action on global issues and concerns.	1	2	3	4	5
11.	Over the next 6 months, I plan to help international people who are in difficulty.	1	2	3	4	5
12.	Over the next 6 months, I will boycott brands or products that are known to harm marginalized global people and places.	1	2	3	4	5
13.	Over the next 6 months, I plan to get involved in a program that addresses the global environmental crisis.	1	2	3	4	5
14.	Over the next 6 months, I will display and/or wear badges/stickers/signs that promote a more just and equitable world.	1	2	3	4	5
15.	Over the next 6 months, I will work informally with a group toward solving a global humanitarian problem.	1	2	3	4	5
16.	Over the next 6 months, I will participate in a campus forum, live music or theatre performance or other event where young people express their views about global problems.	1	2	3	4	5
17.	Over the next 6 months, I will pay a membership or make a cash donation to a global charity.	1	2	3	4	5

## Appendix Z: Global Citizenship Survey Permission

Dear Mr. Metli,

It is nice to hear of your inquiry. You are welcome to use and adapt the GCS to your cultural and educational context - at no cost. I am enclosing the templates for using the scale in a pre-post tests experimental study, and you can use either version as a first step in designing your instrument. With the growing number of scholars using and adapting the scale, we have created a LinkedIn group so that everyone can pose questions to the community. I'll send you a LinkedIn invitation to that group shortly. In turn we ask everyone to share their publications with the collective. I am enclosing a thesis and a dissertation that used the scale. I hope these resources are helpful.

Best wishes on your research,

Duarte Morais

Associate Professor, Equitable and Sustainable Tourism

<<http://cnr.ncsu.edu/prtm/research/sustainable.php>>

Specialist, NC Tourism Extension <<http://ncsu.edu/tourismextension/>>

Lead In(ve)stigatior, People-First Tourism

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## **Appendix AA: Intercultural Development Inventory (IDI)**

The Intercultural Development Inventory (IDI) is the cross-cultural assessment of intercultural competence used to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes. The Intercultural Development Inventory, or IDI, assesses intercultural competence through a 50-item questionnaire, available online that can be completed in approximately 30 minutes. Since it is a propriety instrument, the full version of the assessment cannot be shared. Only sample items can be provided from <https://idiinventory.com/>.

### Samples for Denial

It is appropriate that people do not care what happens outside their country.

People should avoid individuals from other cultures who behave differently.

### Samples for Defense

Our culture's way of life should be a model for the rest of the world.

### Samples for Reversal

People from our culture are less tolerant compared to people from other cultures.

Family values are stronger in other cultures than in our culture.

### Samples for Minimization

Our common humanity deserves more attention than culture difference.

Human behavior worldwide should be governed by natural and universal ideas of right and wrong.

### Samples for Acceptance

I have observed many instances of misunderstanding due to cultural differences in gesturing or eye contact.

I evaluate situations in my own culture based on my experiences and knowledge of other cultures.

### Samples for Adaptation

When I come in contact with people from a different culture, I find I change my behavior to adapt to theirs.

### Samples for Cultural Disengagement

I do not identify with any culture, but with what I have inside.

I do not feel I am a member of any one culture or combination of cultures.



## **Appendix AB: Node Structure Conceptual Overlaps & Notes on Coding**

### **Nodes\1 General Info**

#### Nodes\1 General Info\1.1 Recording Permission

*(Participant assents/permissions to record focus group discussions and interviews)*

#### Nodes\1 General Info\1.2 Transcript Info

*(Information about the transcript including school name, participants, transcriber, and so on.)*

#### Nodes\1 General Info\1.3 Transitions

*(technical reminders- e.g., when interviewer reminds participants to speak clearly for the recorder or other miscellaneous content unrelated to the interview topics)*

#### Nodes\1 General Info\1.4 Operational Issues

*(researcher's notes about things related with the particular sections of the transcripts that are not connected with any nodes)*

#### Nodes\1 General Info\1.5 Logistics

*(researcher's notes about things happening in schools that affect the research process but not related to a specific instrument or other set of codes)*

#### Nodes\1 General Info\1.6 Survey Processes

*(researcher's notes about processes for administering surveys or feedback on surveys from students, etc.)*

#### Nodes\1 General Info\1.7 Interview-focus group processes

*(researcher's notes about processes on administering interviews and focus groups)*

#### Nodes\1 General Info\1.8 Doc review process

*(Any references on the document analysis that the research has gone through)*

### **Nodes\2 International-Mindedness**

#### Nodes\2 International-Mindedness\2.1 Definition of IM

*(“a person's capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognize in the richness of diversity in the multiplicity of the ways of engaging with the world” (Harwood & Bailey, 2012, p. 3).*

*Also coded for instances of how IM was defined by participants)*

#### Nodes\2 International-Mindedness\2.10 New Ideas for IM Pedagogy

*(Instances of what participants suggest as any new teaching and learning ideas for supporting IM)*

#### Nodes\2 International-Mindedness\2.11 Non-academic examples of IM

*(Non-curricular examples of IM, which are anything that happen outside of students' planned academic courses, especially outside of school; this may include but is not limited to CAS experiences)*

Nodes\2 International-Mindedness\2.2 Significance of IM  
(Participant views about the importance of IM)

Nodes\2 International-Mindedness\2.3 Claims and Examples of IM  
(Statements that participants make in general about how IM is implemented)

Nodes\2 International-Mindedness\2.4 Strategies and Policies about developing IM  
(Procedures and policies the school follows to ensure the development of IM)

Nodes\2 International-Mindedness\2.5 Support for teachers on IM  
(Professional development sessions, pedagogical support provided, trainings, etc.)

Nodes\2 International-Mindedness\2.6 Assessment of IM  
(Statements about how IM is measured, whether it can be evaluated, what assessment tools are used, or could be refined for use, to give indicators about IM )

Nodes\2 International-Mindedness\2.7 Challenges of Implementing IM  
(General difficulties faced by teachers while implementing or considering how to support IM in better ways)

Nodes\2 International-Mindedness\2.7 Challenges of Implementing IM\2.7.1  
Challenges that students face in developing their IM  
(The difficulties that students face while they are developing their IM)

Nodes\2 International-Mindedness\2.7 Challenges of Implementing IM\2.7.2  
Challenges to curriculum & support for IM  
(The curricular difficulties faced while implementing/supporting IM)

Nodes\2 International-Mindedness\2.8 Learner Profile Attributes  
(Statements and claims about the IB Learner Profile. Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The IB claims that its learner profile describes the attributes and outcomes of education for international-mindedness-Towards a continuum of IB education, p. 4.)

Nodes\2 International-Mindedness\2.9 Misconceptions about IM  
(Any statements about participants' misconceptions about IM)

### **Nodes\3 Multilingualism**

(Statements and claims made by the participants about multilingualism.  
Multilingualism is a reconfiguration of how we think about languages that takes into account the complex linguistic realities of millions of people in diverse sociocultural contexts" (Castro, Lundgren, & Woodin, 2013, p.6).)

Nodes\3 Multilingualism\3.1 Definition of multilingualism  
(The participants' definitions of multilingualism)

Nodes\3 Multilingualism\3.2 Academic examples of multilingualism  
(Academic examples are all those activities happen in classroom/school context however non-academic examples are those that happen outside class and school context. Mostly TOK and EE may be academic whereas CAS may be non-academic.)

Nodes\\3 Multilingualism\\3.3 Challenges to multilingualism  
*(The claims and statements made by the participants on the difficulties faced to attain multilingualism)*

Nodes\\3 Multilingualism\\3.4 Non-academic examples of multilingualism  
*(Non-curricular examples of multilingualism, which are anything that happen outside of students' planned academic courses, especially outside of school)*

Nodes\\3 Multilingualism\\3.5 Variations and Issues related with multilingualism  
*(Other than culture, language learning, academic/non-academic examples of multilingualism, and challenges, all other miscellaneous issues pertaining to language development)*

Nodes\\3 Multilingualism\\3.6 Importance and Value of language learning  
*(Statements and claims on why we need be multilingual and why we need to learn a foreign language)*

Nodes\\3 Multilingualism\\3.7 Language and culture  
*(Observations or claims made about the relation of culture and language and the way that people share human values, realities and behaviours of a social group.)*

#### **Nodes\\4 Intercultural Understanding**

*(entire category overlaps w/ GCS: Global Competence subscale and the theory of Intercultural Competence too)*

*(Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. The goal is to explore human commonality, diversity and interconnection. (Castro, Lundgren, Woodin, 2013).)*

Nodes\\4 Intercultural Understanding\\4.1 Definition of Intercultural Understanding  
*(Participants' definitions of IU)*

Nodes\\4 Intercultural Understanding\\4.10 Empathy and Perspective taking  
*(may have overlaps w/ GCS: Social Responsibility subscale and also overlaps w/ the IDI continuum acceptance and adaptation scales)*  
*(the ability to imagine what it must be like to be in someone's situation, taking different perspectives, openness, mutual respect)*

Nodes\\4 Intercultural Understanding\\4.11 Cultural challenges or dilemmas  
*(e.g., Difficulties experienced while trying to adapt to the new culture/host culture could be an example, as well as challenges that certain groups of people within a culture may face)*

Nodes\\4 Intercultural Understanding\\4.12 Cultural diversity  
*(When participants discussed diversity issues concerning their local culture or cultures in general, or interactions about classroom activities related with intercultural understanding. NOTE: When the participant describes the cultural diversity of the staff, we coded it as 7.1.4 School climate/Diversity.)*

Nodes\\4 Intercultural Understanding\\4.13 Cultural Identity  
*(Discussion on how being from a specific culture influences a person's view of themselves. NOTE: This is*

*distinct from cultural diversity, which is more to do with how people from different cultures interact)*

Nodes\4 Intercultural Understanding\4.13 Cultural Identity\4.13.1 Personal Background (*ethnic, religious, regional, gender, sexual orientation, national cultures and identities*)

Nodes\4 Intercultural Understanding\4.13 Cultural Identity\4.13.2 Sense of self (*overlaps w/ GCS: Global Comp/Self-awareness*)  
(*Participants' perspectives on how students are developing or questioning their identity, and seeing who they are and how they see themselves in new or revised ways as a result of their school/life experiences or how they are interacting with others. The "sense of self" is closely interwoven with the ongoing question of "Who am I?" especially when breaking down the ego and beginning to see oneself in relation to others.*)

Nodes\4 Intercultural Understanding\4.2 Academic Examples of Intercultural Understanding  
(*Curricular examples of intercultural understanding, activities happening in classroom/school context*)

Nodes\4 Intercultural Understanding\4.3 Challenges to intercultural understanding  
(*The claims and statements about the difficulties faced to develop intercultural understanding*)

Nodes\4 Intercultural Understanding\4.5 Non-academic examples of intercultural understanding  
(*Non-curricular examples of intercultural understanding, which are anything that happen outside of students' planned academic courses, especially outside of school*)

Nodes\4 Intercultural Understanding\4.6 Mono-Intercultural Mindset  
(*Direct 1-1 correspondence with the ID Continuum in the IDI*)  
(*Mono-cultural Mindset -makes sense of cultural differences and commonalities based on one's own cultural values and practices, uses broad stereotypes to identify cultural difference, supports less complex perceptions and experiences of cultural difference and commonality-,*  
*Intercultural/Global Mindsets -makes sense of cultural differences and commonalities based on one's own and other culture's values and practices, uses cultural generalizations to recognize cultural difference, supports more complex perceptions and experiences of cultural difference and commonality – IDI Website)*

Nodes\4 Intercultural Understanding\4.7 Recognizing beliefs, values, and ways of knowing  
(*overlaps w/ GCS: Global Comp/Global knowledge and also overlaps w/ the IDI continuum acceptance and adaptation scales*)  
(*Claims and statements made about assertions to truth, morally right/wrong actions, how they gain /produce/justify knowledge*)

Nodes\4 Intercultural Understanding\4.8 Knowledge and appreciation of different cultures

(overlaps w/ GCS: Global Comp/Global knowledge and also overlaps w/ the IDI continuum acceptance and adaptation scales)

*(Claims and statements made about participants' prior or developing knowledge and understanding related with cultural practices, habits, customs, ways of thinking)*

Nodes\4 Intercultural Understanding\4.9 Understanding of self in global context

(overlaps w/ GCS: Global Comp/Self-awareness and also overlaps w/ the IDI continuum acceptance and adaptation scales)

*(Strategies, examples, instances, in which explorations of the broader world could have the possibility of influencing the students' view of themselves. It is about "how does learning about the world influence my view of who I am". It was viewed as distinct from 4.13 cultural identity, because identity develops as a result of being in a particular culture, whereas 4.13.2 sense-of-self was hypothesized more specifically to other sources of identification. Whereas, this code evolved from a few participants discussing how self-understanding may develop in specific relation to learning about global issues and how one relates with global problems, etc., which is not identity.)*

## **Nodes\5 Global Engagement**

(entire category overlaps w/ GCS as a whole & its 3 subcategories)

*(Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. Students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations (Castro, Lundgren, Woodin, 2013).)*

Nodes\5 Global Engagement\5.1 Definition of Global Engagement

*(The participants' definitions of GE)*

Nodes\5 Global Engagement\5.10 Community Service

*(Service projects in which people take actions on Global Problems. This may be CAS-related, may involve students or teacher, or may be more general discussions of the topic in general.)*

Nodes\5 Global Engagement\5.2 Academic Examples of Global Engagement

*(Curricular examples of global engagement, which are all those activities happening in classroom/school context)*

Nodes\5 Global Engagement\5.3 Challenges to Global Engagement

*(The statements and claims made about the difficulties faced to attain global engagement)*

Nodes\5 Global Engagement\5.4 Non-academic examples of global engagement

*(Non-curricular examples of global engagement, which are anything that happen outside of students' planned academic courses, especially outside of school)*

Nodes\5 Global Engagement\5.5 Ways of connecting the local with the global issues

(direct 1-1 correspondence w/ GCS: Global Civic Engagement subscale)

*(Claims made about the strategies that participants use to involve local or national and international issues together.)*

Nodes\5 Global Engagement\5.6 Ways of exploring human commonality, diversity and interconnection

*(Direct 1-1 correspondence w/ GCS: Global Competence subscale)*

*(Claims made about the strategies that participants use to understand and appreciate differences and distinctions, shared human values, diversity of human races, and interdependence of humans)*

Nodes\5 Global Engagement\5.7 Social Responsibility

*(Direct 1-1 correspondence w/ GCS: Social Responsibility subscale)*

*(Claims about individuals who engage in the evaluation of social issues, or instances and examples of global injustice and disparity (Falk, 1994; Lagos, 2001). May also include discussions of students who examine and respect diverse perspectives and construct an ethic of social service to address global and local issues (Noddings, 2005). Social responsibility is the quality of understanding the interconnectedness between local behaviors and their global consequences.)*

Nodes\5 Global Engagement\5.8 Global Competence

*(Direct 1-1 correspondence w/ GCS: Global Competence subscale)*

*(Self-awareness, intercultural communication, global knowledge, ability to understand and act on issues of global significance.)*

Nodes\5 Global Engagement\5.9 Global Civic Engagement

*(Direct 1-1 correspondence w/ GCS: Global Civic Engagement subscale)*

*(Global civic engagement is understood as the demonstration of action and/or predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation (Andrzejewski & Alessio, 1999; Lagos, 2001; Paige, Stallman, & Josić, 2008). Students who are civically engaged contribute to volunteer work or assist in global civic organizations (Howard & Gilbert, 2008; Parekh, 2003; Westheimer & Kahne, 2004). They construct their political voice by synthesizing their global knowledge and experiences in the public domain and they engage in purposeful local behaviors that advance a global agenda (Falk, 1994; Putnam, 1995)*

**Nodes\6 IB Curricula**

Nodes\6 IB Curricula\6.1 Creativity Activity Service

*(CAS is an experiential learning program in which students are involved in artistic pursuits (creativity), sports and fitness (activity), and community service work, thus fostering their awareness and appreciation of life outside the academic arena. CAS includes reflection and documentation on seven predetermined outcomes (IBO, 2016).)*

Nodes\6 IB Curricula\6.1 Creativity Activity Service\6.1.1 Challenges and Struggles of CAS in developing IM

*(The difficulties of CAS faced/observed by participants while developing IM)*

Nodes\\6 IB Curricula\\6.1 Creativity Activity Service\\6.1.2 How CAS supports IM  
*(The claims and statements made about the practices which are embraced in CAS that help the development of IM)*

Nodes\\6 IB Curricula\\6.2 Extended Essay  
*(Extended Essay (EE) is an in-depth compulsory study of a focused independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school. It is approximately 40 hours of work by the student, with an external assessment and a prescribed limit of 4,000 words (IBO, 2016).)*

Nodes\\6 IB Curricula\\6.2 Extended Essay\\6.2.1 Challenges and Struggles of EE in developing IM  
*(The claims and statements made about the difficulties of EE which are faced/observed by participants while developing IM)*

Nodes\\6 IB Curricula\\6.2 Extended Essay\\6.2.2 How EE supports IM  
*(The claims and statements made about the practices which are embraced in EE that help the development of IM)*

Nodes\\6 IB Curricula\\6.2 Extended Essay\\6.2.3 Discussion on EE experiences  
*(Verbal interactions between teachers and students on the EE writing process, outcomes/objectives of EE, the contributions of EE and so on.)*

Nodes\\6 IB Curricula\\6.3 Theory of Knowledge  
*(An interdisciplinary course which is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives. It has both external assessment (essay on a prescribed title with 1,600 words maximum) and internal assessment (presentation of approximately 10 minutes per student) (IBO, 2016)*

Nodes\\6 IB Curricula\\6.3 Theory of Knowledge\\6.3.1 Challenges and Struggles of Theory of Knowledge in developing IM  
*(The statements and claims made about the difficulties of TOK which are faced/observed by participants while developing IM)*

Nodes\\6 IB Curricula\\6.3 Theory of Knowledge\\6.3.2 How TOK supports IM  
*(The statements and claims made about the practices which are used in TOK course that help the development of IM)*

Nodes\\6 IB Curricula\\6.3 Theory of Knowledge\\6.3.3 Discussion on TOK experiences  
*(Interactions between teachers and students about TOK essay/presentation preparation process, outcomes/objectives of TOK, the contributions of TOK)*

Nodes\\6 IB Curricula\\6.3 Theory of Knowledge\\6.3.4 TOK lesson notes  
*(researcher's notes on observing the TOK classes, processes and observations)*

Nodes\\6 IB Curricula\\6.4 Prior IB curricula in earlier grades  
*(PYP-MYP references on IM in elementary and middle school)*

Nodes\\6 IB Curricula\\6.4 Prior IB curricula in earlier grades\\6.4.1 How MYP helps the development of IM

*(Participants' examples of MYP teaching and learning strategies or experiences which help the development of IM)*

Nodes\\6 IB Curricula\\6.4 Prior IB curricula in earlier grades\\6.4.2 How PYP helps the development of IM

*(Participants' examples of PYP teaching and learning strategies or experiences which help the development of IM)*

Nodes\\6 IB Curricula\\6.5 Other DP Subject Areas

*(Disciplines referred on IM practices other than the IB core components)*

## **Nodes\\7 School Culture and Climate**

Nodes\\7 School Culture and Climate\\7.1 School Climate

*(School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.)*

Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.1 Whole school activities

*(Extracurricular activities which are carried out at school with the participation of all stakeholders, e.g., International Day, events, or other awareness-raising activities.)*

Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.2 International Interactions

*(overlaps w/ GCS: Global Comp/Intercultural communication)*

*(Cross-cultural communication among different stakeholders at school)*

Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.3 Mission and vision

*(Statements and claims made on the school's guiding statements)*

Nodes\\7 School Culture and Climate\\7.1 School Climate\\7.1.4 Diversity

*(overlaps w/ GCS: Global Comp/Intercultural communication)*

*(situations in which many different stakeholders at the school are included in something so that diversity is being promoted implicitly or explicitly.)*

Nodes\\7 School Culture and Climate\\7.2 Communication between students, teachers, admin

*(overlaps w/ GCS: Global Comp/Intercultural communication)*

*(Interactions between the stakeholders, especially about pillars of IM)*

Nodes\\7 School Culture and Climate\\7.3 Leadership

*(Leadership is not just a positional thing in a school, but when participants are doing things to take responsibility for leading the school in new or innovative ways such as the PD, it means that participants show leadership.)*



## **Nodes\8 Emergent Coding**

Nodes\8 Emergent Coding\8.1 Ethical Implications and Considerations  
*(ideas, beliefs, considerations about morally right and wrong actions)*

Nodes\8 Emergent Coding\8.10 Criticisms about PYP-MYP  
*(Participants' critiques, comments, or self-evaluations about how PYP/MYP contributed to their DP studies or their development of IM)*

Nodes\8 Emergent Coding\8.11 Comments on IM Research  
*(Any comments shared by the participants with the research on the IM research study, in terms of its content or its process)*

Nodes\8 Emergent Coding\8.2 Continuum versus non-continuum students  
*(Remarks, comments, evaluations on students' performances, skills, competences in the continuum schools (with PYP, MYP, DP) and non-continuum schools)*

Nodes\8 Emergent Coding\8.3 IBO support  
*(When the IB has external supports or requirements that cause schools to work on improving themselves, it can be coded as IBO Support, such as the 5 year evaluation as an external guide for self-improvements toward the Standards & Practices guide)*

Nodes\8 Emergent Coding\8.4 Student Participation in Conferences or Workshops  
*(Examples of international conferences, workshops, trainings that students have participated)*

Nodes\8 Emergent Coding\8.5 Approaches to Teaching and Learning  
*(As identified by the IB, ATL include learning skills such as research skills, thinking skills, communication skills, self-management skills, social skills and teaching skills such as inquiry, conceptual understanding, teamwork and collaboration, differentiation and so on)*

Nodes\8 Emergent Coding\8.6 Bureaucracy  
*(Complicated rules and processes used by an organization, especially when they do not seem necessary)*

Nodes\8 Emergent Coding\8.7 Suggestions for further study  
*(Any recommendations or suggestions provided by the participants to the researcher about further study on IM)*

Nodes\8 Emergent Coding\8.8 Teaching strategies to support students  
*(Any general pedagogical/methodological strategies used by teachers to support students, which are different from ATL skills)*

## Appendix AC: School Profile Template

### International-Mindedness Research Project, 2016-2017

<b>School characteristics related with International-mindedness (IM)</b>	
<b>DP student characteristics</b>	(Includes some info collected from a prior CAS study about school with data gleaned from web site)
<b>DP staff characteristics</b>	
<b>Overview of school</b>	
<b>IM Definitions</b>	Analysis of Node 2.1...What do the features indicate overall in context of the school & other findings in this report?? How do the features overlap conceptually or not with the 3 pillars and/or with IDI & GCS subscales?
<b>Perceived significance of IM</b>	Analysis of Node 2.2...especially draw attention to any ideas that are repeated across at least 2 participants...
<b>School culture and climate</b>	Analysis of Notes 7.1, 7.2, 7.3 – what story do these features of the school culture tell together about embedded support or barriers for IM? Highlight a few key themes that help to understand this school’s overall approach to IM given its whole school activities, mission, diversity, etc.
<b>Examples and claims about IM</b>	Analysis of Nodes 2.3 & 2.11. Note the big overarching categories of examples, with summary statement, not details. Plus very brief preview on balance of academic/non-academic examples (as details will be listed sub-categories for the 3 pillars too). In addition, further examples specifically relating to multilingualism, intercultural understanding, and global engagement are given in sub-sections that follow.
<b>Schoolwide pedagogical strategies and policies for supporting IM</b>	Analysis of Node 2.4...integrated with summary of document analysis. Discuss especially what do the themes about strategies/policies indicate about strengths/weaknesses of planned support for IM, and how they may link w/ specific features of the 3 IM pillars? Analysis of Node 2.10 If we have a lot of data on this for each school, we may want to divide it into 2 separate sections: 1) Pedagogical strategies, and 2) School policies
<b>PD support for teachers on IM</b>	Analysis of Node 2.5 ... What do these features indicate overall indicate about support vs challenges faced in the International School??
<b>Discussion on assessing IM</b>	Analysis of Node 2.6...stick to 3-4 key themes that are mentioned across participants. May notice pros/cons discussed about use of formative vs summative assessment?
<b>Learner Profile links</b>	Which Learner Profiles attributes were discussed by most participants? Especially note how/if they were linked or not

	to any other features of IM...
<b>PYP/MYP links</b>	Summary/analysis of Nodes 6.4 (general level, + 6.4.1 + 6.4.2 for specifics) Which of the 3 pillars or features/subcategories of IM pillars are perceived as being well supported by prior PYP/MYP curriculum? What evidence was given for each?
<b>Other DP core components that are mentioned as support or challenges for IM</b>	Analysis of Node 6.5
<b>Multilingualism in the DP, with attention to core components</b>	
<b>Definitions of multilingualism</b>	Analysis of Node 3.1: How do these definitions overlap conceptually, or not, with other features of IM outside of multilingualism, and with IDI or GCS scales?
<b>Schoolwide examples of support for multilingualism</b>	Summary of anything in Node 3.2 & 3.4 that is not directly related with core components Inquire into: How do these overlap with supporting other features of IM? + Add analysis of Node 3.6 on perceived significance of multilingualism * Add any document analysis evidence for this category.
<b>Schoolwide challenges/barriers to supporting multilingualism</b>	Analysis of Node 3.3
<b>CAS examples and support for multilingualism</b>	Analysis of Nodes 3.2, 3.4, & 6.1.2
<b>Barriers of CAS in supporting multilingualism</b>	Analysis of Node 3.3 & 6.1.1 (+ mention any key issues from 6.1.3)
<b>EE examples and support for multilingualism</b>	Analysis of Node 3.2, 3.4, & 6.2.2
<b>Barriers of EE in supporting multilingualism</b>	Analysis of Node 3.3 & 6.2.1 (+ mention any key issues from 6.2.3)
<b>TOK examples and support for multilingualism</b>	Analysis of Node 3.2, 3.4 & 6.3.2
<b>Barriers of EE in supporting multilingualism</b>	Analysis of Node 3.3, 3.4, & 6.3.1 (+ mention any key issues from 6.3.3)
<b>Other issues of multilingualism</b>	Analysis of Notes 3.5 & 3.7

<b>Intercultural understanding in the DP, with attention to core components</b>	
<b>Definitions of intercultural understanding</b>	<p>Analysis of Node 4.1: Were there any dominant themes across participants? How do the features of their definitions overlap conceptually, or not, with other features of IM? Could intercultural understanding be seen as a bridge between ML &amp; GE, or is it conceptualized more as a standalone element (“pillar”) of IM?</p> <p>Discuss if any features of participant definitions overlap in some ways with IDC &amp; monocultural/intercultural mindsets identified by the IDI, or some subscales of the GCS, particularly that of social responsibility or global competence.</p>
<b>Schoolwide examples of support for intercultural understanding</b>	<p>Analysis of Nodes 4.2 &amp; 4.5</p> <p>*Add any document analysis evidence for this category.</p>
<b>Schoolwide challenges to intercultural understanding</b>	<p>Summary of anything in Node 4.3 that is not directly related with core components ...</p> <p>Inquire into: Do these overlap with supporting other features of IM? If so, how?</p>
<b>Schoolwide barriers to supporting intercultural understanding</b>	<p>Analysis of Node 4.3 that are not directly relevant to core components.</p>
<b>IDI Results</b>	<p>Summarize IDI profile for the school, and what the PO/DO/OG each means, and what they may imply with respect to interpreting the profile as a whole...</p>
<b>IDI-Related: Comments that indicate monocultural or intercultural mindsets</b>	<p>Analyze Node 4.6 given IDI results and vice versa. How might this inform the interpretation of other findings in this profile? Remember to also look beyond Node 4.6 to consider any other facts about the profile that would go well here.</p>
<b>CAS examples and support for intercultural understanding</b>	<p>Analysis of Nodes 4.2, 4.5, &amp; 6.1.2</p>
<b>Barriers of CAS in supporting intercultural understanding</b>	<p>Analysis of Node 4.3 &amp; 6.1.1 (+ mention any key issues from 6.1.3)</p>
<b>EE examples and support for intercultural understanding</b>	<p>Analysis of Node 4.2, 4.5, &amp; 6.2.2</p>

<b>Barriers of EE in supporting intercultural understanding</b>	Analysis of Node 4.3 & 6.2.1 (+ mention any key issues from 6.2.3)
<b>TOK examples and support for intercultural understanding</b>	Analysis of Node 4.2, 4.5 & 6.3.2
<b>Barriers of TOK in supporting intercultural understanding</b>	Analysis of Node 4.3 & 6.3.1 (+ mention any key issues from 6.3.3)
<b>Other issues of intercultural understanding</b>	Analysis of Notes 4.7, 4.8, & 4.9: Keep this short, only mentioned things that seem especially relevant for interpreting the rest of this section.
<b>Global engagement/citizenship in the DP, with attention to core components</b>	
<b>Definitions of global engagement</b>	Analysis of Node 5.1: Were there any dominant themes across participants? How do the features of their definitions overlap conceptually, or not, with other features of IM? Could GE be seen as the action step resulting from ML + IU, or is it conceptualized more as a standalone element (“pillar”) of IM? Discuss if/how the features of participants’ definitions may directly overlap in some ways with GCS subscales....show how perceptions about “global engagement” may in fact be nearly a match with other research on “global competence” or “global/civic engagement” as well as “global citizenship”
<b>Schoolwide examples of support for global engagement</b>	Summary of anything in Node 4.3 that is not directly related with core components ... Inquire into: How do these overlap with supporting other features of IM? Remember to add any document analysis evidence for this category.
<b>Schoolwide barriers to supporting global engagement</b>	Analysis of Node 5.3
<b>GCS Results</b>	Summarize GCS subscales with descriptive stats, and what they may imply with respect to interpreting the profile as a whole... Analyze Nodes 5.7, 5.8, 5.9 - given GCS results and vice versa. How might this inform the interpretation of other findings in this profile?
<b>GCS-Related: Other comments that indicate notions of global competence</b>	Analysis of Nodes 5.7, 5.8, 5.9

<b>CAS examples and support for intercultural understanding</b>	Analysis of Nodes 5.2, 5.4, & 6.1.2
<b>Barriers of CAS in supporting global engagement</b>	Analysis of Node 5.3 & 6.1.1 (+ mention any key issues from 6.1.3)
<b>EE examples and support for global engagement</b>	Analysis of Node 5.2, 5.4, & 6.2.2
<b>Barriers of EE in supporting global engagement</b>	Analysis of Node 5.3 & 6.2.1 (+ mention any key issues from 6.2.3)
<b>TOK examples and support for global engagement</b>	Analysis of Node 5.2, 5.4 & 6.3.2
<b>Barriers of TOK in supporting global engagement</b>	Analysis of Node 5.3 & 6.3.1 (+ mention any key issues from 6.3.3)
<b>Other issues of global engagement</b>	Analysis of Notes 5.5 & 5.6: Keep this short, only mentioned things that seem especially relevant for interpreting the rest of this section.
<b>Barriers / Challenges to IM</b>	
<b>Other IM-Related Themes and Issues</b>	
	[Review emergent codes...no need to include all of them, but any that seem especially relevant to interpreting anything the overall profile of IM at the school, should be included in this section.]

## **Appendix AD: Vita**

### **PERSONAL INFORMATION**

**Date of Birth** : 01.08.1984  
**Nationality** : Turkish  
**Current Address** : Bilkent Erzurum Laboratory School  
**E-mail** : metli@bels.bilkent.edu.tr

### **EDUCATION**

#### **Ph.D. - January 2014- June 2018**

PhD in Curriculum and Instruction at İhsan Doğramacı Bilkent University, Ankara, Turkey

#### **M.A - 2007 – 2008**

M.A (without thesis) in English Teacher Education (ETE), Bilkent University  
Academic Merit Full-scholarship, CGPA: 3.92  
(Ranked the 1<sup>st</sup> at the Faculty of Education)

#### **B.A - 2003- 2007**

B.A in English Teacher Education, Bilkent University, Ankara,  
Academic Merit Full-scholarship, 3.64  
(Ranked the 1<sup>st</sup> in the English Teacher Education Department)

#### **(Exchange Student) 2005-2006, Spring Semester**

Padagogische Akademie Des Bundes in Tirol –Innsbruck, Austria,  
Teacher Training College, Erasmus Exchange Student

### **TEACHING EXPERIENCE**

#### **June 2012 – Present, Erzurum**

High School Principal at Bilkent Erzurum Laboratory School (BELS)

#### **September 2011 – May 2012, Erzurum**

Vice Principal and International Baccalaureate Diploma Programme Coordinator  
at Bilkent Erzurum Laboratory School (BELS)

#### **January 4-January 22, 2010, Cambridge, England**

Attended Post Graduate Certificate in Education (PGCE) Course for 3 weeks  
Faculty of Education, University of Cambridge, Cambridge, England  
Visiting English Teacher at St. Longsands Community College

#### **July 2008-August 2011, Erzurum**

Full time English Teacher at Bilkent Erzurum Laboratory School (BELS)

#### **June 2008-July 2008, Ankara**

Visiting Instructor of English at Bilkent University School of Education (BUSEL)  
/ Certificate in English Language Teaching to Adults (CELTA)

**March 2008, Ankara**

Student-teacher / Internship at Bilkent International & Laboratory School (BLIS)

**January 2008-February 2008, Iowa, the U.S.A**

Student-teacher / Internship at Nevada High School

**September 2007-May 2007, Ankara**

Student-teacher / Internship at TED Ankara School

**February 2006- June 2006, Innsbruck, Austria**

Student-teacher / Internship at Übungshauptshule and Übungsvolksschule  
– Laboratory Secondary and Primary School of Pädak, Innsbruck, Austria

**INTERNATIONAL EXPERIENCE**

**International Workshops / Conferences / Seminars Attended:**

**July 2009**

IBDP Language A2 Generic Workshop in Berlin, Germany

**January 2010**

Post Graduate Certificate in Education Workshops  
at the Faculty of Education, University of Cambridge, England

**July 2010**

IBDP Theory of Knowledge Workshop, London, England

**July 2013**

IBDP Administration Workshop, Toronto, Canada

**December 2014**

IGCSE Cambridge Schools Conference, Colombo, Sri Lanka

**July 2015**

IBDP Theory of Knowledge Workshop, New York, USA

**October 2015**

IBAEM Regional Conference, The Hague, the Netherlands

**December 2015**

IGCSE Cambridge Schools Conference, Dubai, UAE

**October 2016**

IBAEM Regional Conference, Barcelona, Spain

**October 2017**

Internationalizing Schools,  
Alliance of International Education Conference, Amsterdam, The Netherlands



**March 2018**

Council of International School, Intercultural Learning Conference, Lisbon, Portugal

## **INTERNATIONAL PUBLICATIONS/PRESENTATIONS**

### **Article**

Metli, A., Martin, R. A., Lane, J. F. (2018). Forms of support for and challenges to developing international-mindedness within a national and an international school: A comparative case study (manuscript accepted for publication in *Compare: A Journal of Comparative and International Education*)

### **Research Paper**

Metli, A., Martin, R. A. (2018). The development of international-mindedness: An investigation into how IBDP core components (CAS, TOK, EE) foster students' multilingualism, intercultural understanding and global engagement, IB Organization.

### **Presentation**

Metli, A. (2017) International-mindedness: A multiple case study, Presented at the Alliance of International Education Conference, Amsterdam, Holland.

### **AWARDS:**

#### **August 2003**

Awarded full scholarship in B.A, M.A and Ph.D. at Bilkent University

Ranked the 1<sup>st</sup> at English Teacher Education Department

Ranked the 1<sup>st</sup> at Faculty of Education at Bilkent University

#### **March 2008**

Awarded with a Certificate of Recognition – Student Teacher Teaching Excellence by Iowa State University –USA

#### **March, 2016**

Awarded with Jeff Thompson Research Award, IB Organization

## **OTHER WORK EXPERIENCE**

### **November 2013- Present**

IBDP Theory of Knowledge (TOK) Examiner / IB Organization