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ABDREW MCNEICE

**DIGITAL LEARNING: AN EXPLORATORY STUDY OF ITS EFFECTIVENESS IN
A MIDDLE SCHOOL HUMANITIES CLASSROOM**

ABSTRACT

Students and Screens. No longer a mere distraction but a core aspect of 21st century learning. Digital learning, whether blended with the classroom experience or enabling distance learning, has great potential to engage learners in the development of necessary knowledge, understanding, skills and attributes. Google Earth is one of many online tools that may be utilised to enhance teaching and learning. It may help to achieve general learning outcomes related to information technology and specific learning outcomes of geographic awareness and historical understanding. There are a range of opportunities and challenges related to its implementation in middle school. This study explores student engagement and attitudes to online learning in general and Google Earth in particular.

This study attempted to answer the following questions

- What are the opportunities and threats of online learning for student engagement
- How is Google Earth utilized in a grade 8 classroom in an international school in Malaysia to support learning and engagement?
- To what extent do students perceive that distance online learning compared with blended classroom learning supports engagement?

This study was an exploratory study with descriptive analysis. The study was conducted in a multiple campus International Baccalaureate International School in Malaysia with Grade 8 students. Approximately 130 students undertook the unit of study and the three questionnaires were completed by 81, 24 and 71 students respectively. The students were chosen by convenience sampling as the researcher teaches two of the six classes and was responsible for planning the learning experiences. The surveys were facilitated through the six teachers across 5 campuses and students were given the choice to participate. Overall, students held positive views towards online learning blended with classroom learning because it enables them to investigate, communicate and make real world connections. However, when comparing classroom learning and distance online learning most students still preferred to be situated in a physical classroom. Students also held fairly positive views toward Google Earth because it enabled them to ‘see’ and ‘explore’ relevant places. Findings suggest blended digital learning supports student learning and engagement. More specifically, Google Earth has the potential to enhance spatial awareness and engagement through navigable visual images however there are constraints that may limit its sustained use by teachers and students. Engagement factors of relatedness, autonomy and competence present opportunities and challenges for effective digital learning.

JESSITA GOPINATHAN

CASE STUDY: TRANSFORMATIVE LEADERSHIP FOR LEARNING AT OPTIMUM LEVEL FOR ALL STUDENTS

ABSTRACT

This research project examined Transformative Leadership (TL) in two international schools here in Malaysia. The focus was using Leadership for Learning (LFL) and transformative leadership (TL) literature as guides to look at how they affect student learning. The aim of this research project is to provide educational leaders with insights of school leadership practices to enable students to learn at their best and optimise their results. The goal of the project study is to comprehend how TL is appreciated and practised to ensure optimum learning among students. Data collection was through teacher questionnaire, observation of classrooms and teacher collaborative practices. Findings on leadership attributes and practices of both the schools were described and analysed. The study indicated TL and LFL plays an important role to support the attribute of leaders in schools towards students' learning at optimum learning.

JESSINDRA GOPINATHAN

TEACHERS' FEEDBACKS ON TASK-BASED INSTRUCTION OF MALAY LANGUAGE LEARNING

ABSTRACT

Task-based instruction (TBI) is commonly used in language instruction to provide a meaningful learning process for learners. This study examined teacher feedbacks regarding task-based teaching approaches used by Malay language teachers in supporting the conceptual Learning in Malay classroom in the Primary year Programme. This study attempted to answer the following questions:

1. How does conceptual task-based teaching facilitate learning of concepts in a foreign language?
2. How does conceptual task-based learning motivates students to learn Malay?
3. How might evidence of conceptual understandings be documented?

The data of this study were derived from questionnaire checklist, observation and interview. The teachers held a positive attitude towards task-based Language teaching because it had a positive impact on their role in the classroom and students' engagement in their classes. Findings suggest that teachers would like to continue with task-based teaching, with emphasis on concepts, in their lessons.

JOANNE AW SIANG MAY

IDENTIFYING THE INTER-RATER DIFFERENCES OF VIOLIN INSTRUCTORS AMONG PRIMARY YEAR PROGRAMME (PYP) LEARNERS

ABSTRACT

Teaching and learning in a classroom can vary, depending on the training and experience of the teacher. Teachers may use different teaching methods and strategies in class, but the standard in which teachers evaluate their students is questionable. This research project aims at identifying the differences of 2 violin teachers assessing the violin playing skills of their students. Moderation process in classes and in assessments are important as it would create a standardised system for teachers to evaluate their students. A qualitative case study was used by observing 2 Primary Year Programme (PYP) classes with a total of 15 students. The students were observed by the researcher and the students' teacher, evaluating the students' skills in 3 elements of playing the violin: notes, bow and tempo with 4 levels of grading scale. The data was analysed using Cohen's Kappa (κ) and found that there was an overall substantial agreement of 0.71 between both observers. Moderation process acts as a professional development where teachers collaborate to create a standardised method to evaluate students fairly. Conducting a long-term moderation process is beneficial to the students, teachers, parents and school as the evaluated grades given by the teachers would be valid and reliable. School leaders should consider conducting a moderation process in Continuous Professional Developments for teachers in school, generating honourable standards of education.

Keywords: Inter-rater, Cohen's Kappa, moderation process, novice violinists, notes, bow, tempo, professional development

THE RELATIONSHIP BETWEEN PYP STUDENTS' ACADEMIC PERFORMANCE IN MANDARIN LEARNING AND THEIR PARENTS' INVOLVEMENT AT AN IB INTERNATIONAL SCHOOL, KUALA LUMPUR

ABSTRACT

Do parents play an important role in the educational achievements of their children? This is may be especially true for children learning a second language that is not used at home. This study was set out to investigate the effects of parental involvements in second language learning in an International Baccalaureate (IB) Curriculum. Specifically, 53 children between the ages of 10-12 years of attending the Primary year five and primary year six program were provided with a questionnaire with 25 items derived from the Gardner's Attitude/Motivation Test Battery to collect the perceived parental involvement in their Mandarin language learning. Secondly, data provided from the parents' perspective was collected using a semi structured interview. This data was collected to understand what actions were taken to allow for an efficient second language learning at home. Lastly, the data collected was cross populated with the students' quarterly academic scores; aspects of their 'listening and speaking'; 'viewing and presenting'; 'reading' and 'writing' skills. This study has found that parental involvement does play a positive role for a better Mandarin academic performance among PYP students in the international school. Results concluded that it is more effective with increased frequency of emphasis on Mandarin subject and encouragement on student's Mandarin learning. The article concludes with recommendations for practice from parents, teachers and schools.

Keywords

academic performance, Mandarin learning, parents' involvement

LIM MIN TZE

**THE PERCEPTION OF GRADE 5 INTERNATIONAL BACCALAUREATE
PRIMARY YEARS
PROGRAM STUDENTS ON BLENDED LEARNING USING BeED FRAMEWORK**

ABSTRACT

Blended learning approach in teaching and learning has been gaining popularity and receiving good reviews over the years. The blended learning system using BeED as the framework was introduced to Upper Primary Years student in Fairview International School. This study aimed to investigate the perception of Grade 5 students on blended learning using BeED framework. A quantitative research design was adopted in this study. A survey using questionnaire where 30 participants were selected randomly. Questionnaire were divided into three parts to answer three different research questions. All participants were required to express their thoughts using a 5-point Likert Scale. Frequencies, mean and standard deviation of the data collected were calculated using SPSS. The research indicates that most participants felt that they are able to understand the concept of a topic better using BeED. They also agree that they are able to think more creative and critically. Participants' attitude towards using BeED were quite optimistic where high percentage of participants wanted to continue using BeED in class and that it increased their interest in a particular topic. Although participants felt that they lack of opportunity demonstrating their knowledge using their strength and interest, they concur that blended learning using BeED improve their understanding using multiple strategies to provide to their learning needs. In conclusion, despite that some participants were still quite unsure on application of BeED, the overall perception on blended learning is quite positive. Higher number of participants could be included in the future for more accurate data.

MANOHARI SETHURAMALINGAM

IMPACT OF TECHNOLOGY INTEGRATION AMONG SELF-REGULATED LEARNERS IN IB MYP LANGUAGE AND LITERATURE CLASSROOM

ABSTRACT

In the last few decades, self-regulated language learning has become the prime most topic in educational research. In addition to it, the rapid growth of technology in the modern digital era, technology enabled learning increases opportunities and fosters the development of SRL abilities. Hence, this study aims to investigate impacts of integrating technology among IB MYP self-regulated learners in learning language and literature. To reach the objective, a mixed research method, both qualitative and quantitative methods was used. In this study, a total of 65 IB MYP students took part in the survey and 3 MYP English language teachers participated in semi-structured interviews. The responses derived from the participants including both teachers and learners were analysed to provide insights into the impacts of self-regulated language learning by MYP learners. The findings of this research was expected to provide whether there are more positive impacts among learners when their learning is integrated with technology. Through this research, IB MYP educators, and students in Malaysia were expected to be more aware of the benefits and drawbacks of integrating technology by self-regulated language learners so that the learners can improve in using technology at its best.

WONG POH LEONG @ MICHAEL WONG

A CASE STUDY – CAPTURING ISSUES AND CHALLENGES OF ACTIVE LEARNING APPROACHES OF IB-MYP MUSIC TEACHERS

ABSTRACT

Background: Capturing issues and challenges of Active Learning approaches of IB-MYP teachers can enlighten and provide insights into strategies to minimize or alleviate predicaments experienced by IB-MYP music teachers. This study explored issues and challenges experienced by IB-MYP music teachers when implementing Active Learning approaches. Six key themes guiding this study was identified through literature review. The 6 key themes are teachers' efficacy, educational leadership, internet-based technological (IT) support, continuous professional development (CPD), educational infrastructure and personnel support.

Method: A qualitative critical instance case study was employed. Typical case purposive sampling was used to select respondents for the participation in the interviews. Asynchronous online written structured interviews are deployed to collect data through Google forms.

Findings and results of this study was analyzed through Inductive Analysis.

Results: A total of 5 respondents participated in this study. A total of 75 questions were asked during the interviews. Implementation challenges, their causes and recommendations to minimize or alleviate these issues and challenges are presented. Key issues which

exasperated teachers, such as issue of over-prioritization of assessment, examination and fulfilling curriculum content requirements, are identified.

Conclusion: Based on the respondents' input, burdensome workload challenging teachers' ability to prioritize time to provide meaningful Active Learning activities needed resolution. Effective educational leadership, with principles and code of practice which supports Active Learning in IB-MYP, is indispensable to alleviate the issues and challenges surrounding music

learning. Reliable IT equipment and internet connectivity, and prompt technical response needed enhancement. CPD to emphasize on music teaching skills and class management skills to imbue efficacy in Active Learning implementation was implored. Overcrowding in music classrooms instigated by educational infrastructure needed resolution, basic amenities needed enhancement. Trained personnel support and teaching assistants are essential to the support of music learning for students with disabilities.

Keywords: Active Learning, Continuous professional development, Pedagogical approaches, International Baccalaureate, Internet-based Technology, Teachers' efficacy.

NUR AMALINA BINTI AZMI

IMPACT OF THE ENHANCED PYP AGENCY ON STUDENTS' QUESTIONING ABILITY

ABSTRACT

As the landscape of education continues to undergo reformations, learning and teaching approaches have been viewed in different lights to adapt to changes. The art of questioning or classroom dialogues have been scrutinised to improved learning. A lot of discussions revolve around this topic. However, only a few address the complexity and effectiveness of student-generated questions as opposed to teachers' questions. In going through rapid changes, students are at the centre of learning. Students' questioning ability is worth probing to know their cognitive ability. In doing so, effective learning approaches or engagements play important roles in question formulations. Therefore, this study aims to examine the impact of Enhanced PYP Agency on students' questioning ability. Quantitative instrument is employed to gather data from Primary 5 students in an International Baccalaureate school. Pre-test and post-test are administered through questionnaires to answer research questions. Results gained from this quantitative study indicate a positive impact of the selected approach on the ability of students to ask higher order questions and questioning has become more purposeful to them.

PUSHPAA A/P RAJAKUMARAN

THE EFFECTIVENESS OF PROJECT BASED MATHEMATICS AMONG PYP STUDENTS IN AN IB WORLD SCHOOL

ABSTRACT

Project-based learning or known as PBL in short is an instructional method that requires teachers and students to work collaboratively to explore and solve real- world problems and challenges guided by a driving question. Project-based learning is also known as active and engaging way of learning new things where it drives students to obtain a deeper knowledge of the specific subjects that they're studying, and students develop confidence as they move through both team-based and independent work. This study is to examine the effectiveness of project based learning in mathematic among PYP student in IB school. The main focus of this project is to determine the student's engagement level and attitudes toward learning mathematics. In addition, teacher's perceptions about project based learning in classroom are also investigated to find out the effectiveness of this method in classroom among young learner. The study was conducted at an international school (IB). Eighteen PYP math teachers and forty five PYP students took part in this research. The data was collected through different mode which is semi structured interview for teachers, survey questionnaire for students and class observation to observe the students and teachers involvement in project based learning. The collected date such as the interview with teachers was analyzed using thematic analysis method where the answer given by teachers has been transcribed clearly. Finding from the study shows that most of the teachers are aware of the usage of project based learning in math and they know how to incorporate the math topic in the form of project based so that students will be fully engaged in the lesson. In contrast, when looked into student's point of view, young students nowadays always prefer to explore new things buy themselves. Hence, from the survey questionnaire and class observation, it is obviously seen that students enjoyed learning when it comes through project based task rather than learning through conventional method. Thus, it can be conclude that, project based learning in Math gives a huge positive impact to teachers and students in moving towards the 21st century learning even though there are still some implications that need to be cater in future research.

YAP CHEE HUI

A PILOT STUDY ON THE IMPACT OF BRONZE DUKE OF EDINBURGH INTERNATIONAL AWARD REQUIREMENTS ON THE ACADEMIC ACHIEVEMENT OF STUDENTS FROM THE GRADUATING YEAR OF 2018/2019 AND 2019/2020 IN FAIRVIEW INTERNATIONAL SCHOOL

ABSTRACT

Most studies on the effect of extra-curricular activities on the students' academic

achievement are done in public school, none of which focus particularly on International Baccalaureate (IB) schools. IB schools are notable for a heavy study load reported by the students both in and outside the classroom. Most IB World School offered the Duke of Edinburgh's International Award as part of a balanced education that complements each other and lauded to bring a positive impact to the students. Conducted in a chain of IB schools, the Fairview International School, this study aims to look at the impact of the commitment hour towards the Duke of Edinburgh's International Bronze Award on the academic achievement of the IB Middle Years Programme (MYP) students in the final two years of MYP, specifically of the students from the graduate year of 2018/2019 and 2019/2020 (n = 273). The result of this study shows there is a positive correlation of the of the time spent in the extra-curricular activities and the students' grade in the English subject but carrier no impact at all on the academic result of the Mathematics subject. There is a positive correlation between the average total commitment hour in the Award on the average academic achievements in the four subjects (English, Science, Mathematics and Business) of the student participants, as student participants who actually spent more time in the extra- curricular activities generally scores better in their IGCSE.

THE IMPACT OF CONTINUOUS PROFESSIONAL DEVELOPMENT AMONG NEW TEACHERS IN IB SCHOOLS

SHANTINI RAMAROW

ABSTRACT

This research examines the impact of continuous professional development on new teachers in an IB school. Teachers' professional development is often seen as key to the success of educational reform; therefore, they need to keep pace with the ongoing changes in the education system. However, problems arise when too much emphasis is placed on teacher participation in professional development initiatives. This occurs when teachers are required to participate in a variety of standard professional development programmes that do not meet their specific needs. As a result, it is not as effective as it helps teachers to improve their skills. This research is a qualitative study using semi-structured interview sessions. This research study has three important questions: what is the impact of professional development on new IB teachers? Secondly, how could professional development promote and change the teaching practices of a new IB teacher? Finally, how do new IB teachers recognize professional development to support career development? The findings show that (i) there are significant impacts of professional development, (ii) evaluation of participants' practice, and (iii) there are factors that influence teachers' perception of continuous professional development. In addition, this study also highlighted the need for participants to experience a professional development programme and to have appropriate support and follow-up during this period to ensure that changes to the skills of the lessons sustained.

Keywords: Continuous professional development; New IB teachers, Impacts and Factors

**ISSUES AND TRENDS OF IB MYP STUDENTS' PROGRESS IN 21ST CENTURY
SKILLS AS AND
INTERNATIONAL PERSPECTIVE.**

MS. SEEMA GHULAM MUHAMMED QURESHI

Abstract

The MYP seems at the beginning look a highly 'complicated' programme. Holistically viewed, it shows an octagon, with 8 educational difficulty areas surrounding five large regions of interplay (Human Ingenuity, community and service, tactics to mastering, Environments, and health and Social education) and with a 'private task' at the centre. alongside this, there stands the IB Learner Profile (common to all three programmes, although first of all advanced for the PYP) plus 10 gaining knowledge of effects. This octagon is supported by means of the 'three fundamental ideas' (the philosophical pillars): intercultural awareness (reflecting its origins); holistic schooling (reflecting its IB origins); and communicate and linguistic acquisition learning is involved more than examining the fact and knowledge) (Bunnell, 2011). The international Baccalaureate (IB), a global framework, it is a researched based study and associated with 21st century skills, which linked with assessment, curriculum planning and holistic education. Meanwhile, current theories of learning emphasize the role of motivational and affective aspects in IB MYP student learning. The aim of the present study was to examine and identify issues and trends which effects on students' progress academically, in learning ATL skills and to adapt IB learner Profile. By knowing the main cause, we could come up to the solution to achieve our goals. In the research, primary data conducted by online survey and interviews to analyse research questions and reach the research objectives. The structural validity of the scales was tested by means of a series of factor analyses. The results provide insight to how assessment, productive feedback and trained teachers, could impact on learning process. However, Students and teachers are facing some issues, there are some common trends seen in students' academic progress and in their whole course of learning. In this paper those trend and issues are discussed. Which may have linked to number of improvements that can be applied for further and more robust research and results.

See Wen Hui

**A Mixed Method Study: Impact of Music Pedagogy Among Primary
Year Students in the Digital World**

Abstract

Background: Capturing the issues and current situation of music pedagogy and the music education in primary schools in Malaysia. Providing insight into the problems that primary year students are facing currently and how music pedagogy could impact the children in the digital age. Also mentioned here the need for music education in our country to make a change for providing more opportunities for intercultural musicking, harmony and peacebuilding.

Method: A mixed-method study was employed. Quantitative survey questions were carried out with an estimation of 185 student participants from national and international primary

school, with school to school visiting and face to face interacting while conducting the survey most of the time. A qualitative semi-structured interview was carried out with seven interviewees, with their background being music educators and university lecturer. Among all the interviews, only one of them was conducted face to face with audio recording and the audio transcription is attached in the appendix. Other interviewees were sharing their feedback using electronic communication.

Results: Other than student survey and music educator's interviews, a special request was made to gain candidate's enrollment data for ABRSM practical exams in London and Selangor regions (year 2013 to 2019) to obtain a more rounded view of the research study.

Conclusion: Primary year students need more assistance from the government and the private sectors to provide them with intercultural musicking instruments. Music educators need to change their methods in order to meet the challenges especially for primary year's music teaching in the digital world.

Keywords: music pedagogy, intercultural musicking, peacebuilding, mixed-method study, quantitative survey, qualitative semi-structured interview, digital world

VICKNESHVAR A/L VEERABALAN

A STUDY ON HOW VIRTUAL ADAPTATION OF THE FAIRVIEW FALCON PROGRAMME - SILVER LEVEL FOR THE IB MIDDLE YEARS PROGRAMME (MYP) STUDENT'S DURING COVID-19 CONTINUES TO BENEFIT STUDENTS.

Abstract

With the hard hit of Covid-19 pandemic, life for many has been rendered difficult, especially the education sector. The outdoor education sector is one of the most affected departments in the field of education as all extra co-curricular activities have been rendered stagnant. Fairview is proud to introduce our very own character building programme known as the Fairview Falcon Award (FFA) programme. Developed through the 6 Dimensions of Wellness and inspired by International Organisations such as the Scout Movement, Outward Bound and the Duke of Edinburgh International Award, the FFA programme is designed to provide a systematic, significant character building and values development experiences to all Primary 4 to Middle 5 students of all Fairview International Schools. The research focused on Fairview International School's specifically Outdoor Education Department's bold approach towards bringing outdoor education activities online to conduct them virtually. The study narrowed down to analyse student experience in one of the key activities of the year, the interactive virtual Fairview Falcon Award. By the research method of random by choice students of the Middle 3 were selected to be the primary part of this research. To make the research valid, all the participants were ensured to fully participate in the virtual Fairview Falcon Award's activities since Middle 1 to Middle 3. An open-ended questionnaire was administered at the end of their academic year to obtain students' experience for data collections. The data analyses revealed two major themes of positive and negative experiences. These experiences were further categorised into sub-theme in line with the research objective. The research can be concluded that the virtual Fairview Falcon Award Programme managed to support the experiential learning cycle in an online platform based on students' reported experiences.

DIONNE QUEK BENG ERN

CASE STUDY: TEACHERS' PERCEPTIONS IN APPLYING DIFFERENTIATED INSTRUCTION IN A SELECTED PRIMARY YEAR PROGRAMME

Abstract

This study explored teachers' perceptions in applying differentiated instruction in a selected primary year programme. The purpose of this qualitative case study is to help teachers who struggle to apply differentiated instructions in the classrooms as well as to help primary school teachers to better understand differentiation strategies. The research questions focused on the strategies, challenges and ways to mitigate challenges in applying differentiated instruction. Data was collected through interview questionnaires sent out through Microsoft Forms. The participants were chosen based on their availability, willingness to participate in the study, and ability to differentiate instruction. Findings show that the best strategies in applying differentiated instruction are through grouping, levelled tasks and open-ended tasks. A common challenge in applying differentiated instruction is lack of time in planning and a possible way to mitigate the challenges in differentiating instruction is to be provided with support by the school management to share best practices and to continuous professional development on a regular basis.

Doncan DAI XING HAO

Research on improving the effectiveness of MYP students in learning Mandarin in virtual classrooms

Abstract

The author's research shows that teachers need to use modern language teaching techniques appropriately. For every teacher, keeping up with the latest educational technology development and keeping pace with it is a very important choice to improve teaching efficiency. Teachers can explore a variety of mobile applications so that they can stay in touch with students, not just adopt and rely on traditional English teaching methods. It is mentioned in the article that one of the main purposes of teachers' repeated use of new technologies is to enable students to participate and actively participate in language learning activities, so as to inspire them to use language skills, practical and effective learning methods, and to inspire students to learn and master high-order thinking and consideration of future personal plans. It is also mentioned in the article that Covid19 is not a always bad, it can promote our teaching players an opportunity to use mobile communication applications to promote students to learn English in a distance learning environment. Therefore, the author concludes that the new technology will help strengthen the teaching language of English and improve students' language mastery skills.

AVINDRAN THARMASEGARAN

THE EXPERIENCE OF VIRTUAL EXPEDITIONS AMONG FAIRVIEW INTERNATIONAL SCHOOL STUDENTS' DURING COVID 19 PANDEMIC

Abstract

The COVID 19 pandemic has hit hard in many areas of life especially school-going children. Outdoor education has been a victim of the circumstances as the fundamental concept of the programme cannot be performed due to the restrictions in place. The research focused on Fairview International School's bold approach to bringing outdoor education activities online to conduct them virtually. The study narrowed down to analyse student experience in one of the key activities of the year, the interactive virtual expeditions. A phenomenological research design was used for this study to identify the experience of research participants. Six participants were selected to be part of this research. All the participants were ensured to fully participate in the virtual expedition's activities for all five days. An open-ended questionnaire was administered to obtain students experience for data collections. The data analyses revealed two major themes of positive and negative experiences. These experiences were further categorized into sub-theme in line with the research objective. The research can be concluded that the virtual expedition managed to support the experiential learning cycle in an online platform based on students' reported experiences. However, there are areas of improvement for the schools to take note of intention to repeat the experience.

HAN LI

TRANSITIONING TO ONLINE LEARNING DURING THE COVID-19 PANDEMIC: IMPACTS AND CHALLENGES.

ABSTRACT

As Malaysia entered a nationwide lockdown due to the COVID-19 pandemic, schools and all other educational institutions alike were forced to transition from traditional face-to-face learning to some form of distance learning. This paper aims to study the impacts on students' well-being during the lockdown period and identify the challenges students face during online learning. The methodology implemented for this study is a mixed method, quantitative and qualitative descriptive analysis, by surveying 150 students from a private international school in Kuala Lumpur. Results showed that there were some impacts and challenges being more significant than others. Under the five categories of student well-being, data showed that effects on their mental and emotional health was the most severe. Online learning challenges consisted of eleven categories with results demonstrating the worst impacts on motivation, learning attitudes and physical health caused by prolonged screen time and dormancy. The findings revealed a critical and crucial need for significant changes and development in modern education.

THE EFFECTIVENESS OF PROJECT BASED MATHEMATICS
AMONG PYP STUDENTS IN AN IB WORLD SCHOOL

PUSHPAA A/P RAJAKUMARAN

RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF
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FOR THE DEGREE OF MASTER OF EDUCATION
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CENTER OF POST GRADUATES STUDIES
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UNIVERSITY COLLEGE FAIRVIEW

KUALA LUMPUR
2020

ABSTRACT

Project-based learning or known as PBL in short is an instructional method that requires teachers and students to work collaboratively to explore and solve real-world problems and challenges guided by a driving question. Project-based learning is also known as active and engaging way of learning new things where it drives students to obtain a deeper knowledge of the specific subjects that they're studying,

and students develop confidence as they move through both team-based and independent work. This study is to examine the effectiveness of project based learning in mathematics among PYP students in an IB school. The main focus of this project is to determine the student's engagement level and attitudes toward learning mathematics. In addition, teacher's perceptions about project based learning in the classroom are also investigated to find out the effectiveness of this method in the classroom among young learners. The study was conducted at an international school (IB). Eighteen PYP math teachers and forty five PYP students took part in this research. The data was collected through different modes which are semi structured interviews for teachers, survey questionnaires for students and class observations to observe the students and teachers' involvement in project based learning. The collected data such as the interview with teachers was analyzed using thematic analysis method where the answers given by teachers have been transcribed clearly. Findings from the study show that most of the teachers are aware of the usage of project based learning in math and they know how to incorporate the math topic in the form of project based so that students will be fully engaged in the lesson. In contrast, when looked into student's point of view, young students nowadays always prefer to explore new things by themselves. Hence, from the survey questionnaire and class observation, it is obviously seen that students enjoyed learning when it

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comes through project based tasks rather than learning through conventional methods. Thus, it can be concluded that project based learning in Math gives a huge positive impact to teachers and students in moving towards the 21st century learning even though there are still some implications that need to be catered in future research.