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NUPUR

TEACHER'S PERCEPTIONS OF THE EFFECTIVENESS OF DIFFERENTIATED INSTRUCTION ON MYP SCIENCE STUDENT'S LEARNING IN A MALAYSIAN IB SCHOOL

Abstract

Teachers sometimes fail to give varied teaching instructions that are suitable for a mixed-ability classroom because these instructions do not match students' proficiency levels. The

current study employed an exploratory research design based on a qualitative method, followed by the phenomenological approach which explored teachers' beliefs, experiences, and perceptions about implementing differentiated instruction (DI) and the effectiveness of (DI) in science classrooms. To achieve this goal, the current study was conducted in an International Baccalaureate (IB) school, in Malaysia. The purpose of this study was to investigate the perceptions of teachers regarding the successful implementation of differentiation. The research questions focused on the definition of differentiated instruction, (DI) strategies, benefits, and challenges faced by teachers while implementing differentiated instruction (DI) in science classrooms, and the effectiveness of differentiated instruction (DI) on students' learning outcomes. The data collection method used in this qualitative study was an open-ended survey questionnaire for teachers sent out through Google forms. Purposive heterogeneous sampling was used for the study. The participants were chosen based on their availability, willingness to participate in the study, and ability to differentiate instruction. Findings showed that teachers have positive perceptions of differentiated instruction (DI). When teachers use varied differentiated instructional strategies, student engagement, motivation, learning, and overall academic performance in class are improved.

PREETI RAGHUNATH

A STUDY ON EFFECTIVE PROFESSIONAL DEVELOPMENT FOR TEACHERS ON INCLUSIVE EDUCATION

ABSTRACT

This study explored teachers' training in inclusive education and their perception toward special needs' students. The purpose of this qualitative study was to understand how training in inclusion helps international school teachers. The research questions for this study focused on challenges teachers face in an inclusive classroom, effective strategies and mitigation strategies in inclusive education. The data for the study was collected through an online Google form and the participants chosen were international primary school teachers from India, Malaysia, China, United Arab Emirates (UAE) and Canada. The study identified that teachers had sufficient insight into the needs of their special needs students including the

necessary training in inclusive education that was required. All teacher participants emphasised on the need for professional development in inclusive education to be able to support their special needs' students better. However, it was clear that while teachers were keen to be trained, the training programs in schools for teachers under their Continuous Professional Development ('CPD') program, required much greater focus and emphasis on inclusive education.

PHANG MIN JIE

An Investigation of Strategies for Facilitating Students' Motivation Regulation in Mandarin Lesson

ABSTRACT

There is little empirical evidence supporting the effectiveness of the various strategies teachers use to boost student motivation. (Thomas R.Murray, 2016). This study examines one of the international schools to explore the issues and reflect on the research questions. Fairview International School presented as an ideal for this study because of its identity and diversity. The purpose of this study was to explore the teachers' teaching strategies of the IB program during the implementation of the program standards and, at the same time, facilitate students' motivation regulation in Mandarin lessons. A total of two Mandarin educators from a private international school will participate in the narrative interview. This study reviews the previous literature and provides some directions for future research in this regard.

Keywords: Motivation Strategies, motivation, student motivation, Private International School, facilitate, regulation, mandarin lesson.

USHA A/P DANABALAN

PRIMARY YEAR STUDENT'S PERCEPTION AND CHALLENGES OF ONLINE LEARNING DURING COVID-19 PANDEMIC

ABSTRACT

This study involved the use of SPSS file to study the students' perception on online learning during Covid-19 pandemic, related challenges, and the benefits gained by students. Therefore, primary data was used to carry out data analysis with respect to the research objectives. The required information concerning the students' perception on online learning was collected using the Questionnaire sheet. Hence. A sample of 100 students was utilized to study the students' perception on online learning. The different statistical methods used on this study include the use of descriptive statistics, frequency tables, charts, Pearson's correlation, and the linear regression models. Constructivists' learning theory was also applied to explore the students' perception on online learning during the Covid-19 pandemic. Hence, it was found that significant number of students have got positive impact on the online learning due to the benefits such easy understanding of concepts, acquisition of

learning materials, and the time schedule flexibility. However, there are number of associated challenges such as lack of internet bundles, poor network coverage, and lack of smartphones or mobile phones.

SARAH-ANN THORP

**AN EXPLORATORY STUDY OF ASSESSMENT USED IN PHYSICAL HEALTH
EDUCATION TOWARDS STUDENTS
MOTIVATION**

ABSTRACT

Assessments in PHE have become increasingly more researched and it is acknowledged as one of the most difficult topics inside physical education. Additionally, assessments in an IB MYP PHE Malaysian context still has very little literature developed. This paper will aim to investigate an IB school in Malaysia to discover how assessments affect student motivation in this context. A phenomenological research design was used in this study, using a self determination theory framework for motivation. Five teachers and five students participated in the form of interviews and questionnaires. Data was analysed using constant comparative method to create codes and categories. Three main categories were found, firstly, perceptions to the purpose of assessments in PHE, secondly motivation for physical assessments and motivation for written assessments. The research concluded that students were more motivated in lessons with physical assessments compared to written assessments, but they generally felt more motivated when they weren't being assessed. Further research should be done by replicating the study to see whether the results can be generalised.

MEENA ARJUNAN

**TEACHERS' PERCEPTION ON PRIMARY PUPILS' LEARNING ENGEEMENT
IN
AN INQUIRY-BASED CLASSROOM OF AN INTERNATIONAL
BACCALAUREATE (IB) IN MALAYSIA.**

ABSTRACT

Inquiry-based learning (IBL) is a pedagogical approach that has grown rapidly in recent years. Students' engagement is a current and interesting topic in the educational sectors, with research finding shows that students who are engaged in their learning have achieved higher outcomes more holistically. In this study, the impact of Inquiry-based learning (IBL) approach on students' engagement in an International Baccalaureate (IB) school in Malaysia was investigated. A qualitative case study approach was used as a research design to explore the teacher's perception on the student's engagement in an IBL classroom. Addition to that the strategies, and challenges faced by the teachers in engaging the students in an IBL was also explored. The research was conducted through online questionnaires, a total of 5 teachers who has at least a year of experience provided feedback on the student's engagement, strategies and challenges in an IBL classroom. The findings of the study clearly showed that the students were engaged in an IBL, the best strategies

suggested by the teachers were gamification and group activities which allowed the students to collaborate and students' diversity was one of the main challenges faced by the teachers to engage the students. All the teachers suggested that differentiation instruction helps greatly in overcoming the challenge.

JOHN RAJ MICHAEL JAYARAJ

**A CASE STUDY ON ONLINE LEARNING EFFECTIVENESS AMONG POST
GRADUATE
STUDENTS IN A PRIVATE UNIVERSITY IN MALAYSIA
ABSTRACT**

Online learning is gaining momentum in the educational field despite of the main reason to its global implementation due to Covid-19 pandemic. Therefore, this research explores on the effectiveness of online learning among post graduate students in a private university in Malaysia. There are three independent variables which is 'student ability', 'administration support', and 'lecturers characteristics' has been identified to establish the strong relationship with the dependent variable which is online learning. This study closes the gap in literature by addressing both learner's and educator's factor in contributing to online learning. The sample of the study consist of 50 post graduate students from various private university in Klang Valley. The findings reveals that the students' ability was the strongest contributor to the online learning. Recommendation for future studies is larger sample studies to be considered as well as the scope of studies to be widen aligned to different level of programs in various part of Malaysia. Furthermore, hybrid classroom, blended learning, distance studies, government incentives, syllabus modification and revised assessment should also be considered for future studies.

GIVEESHA A/P PREMANANTHAN

**EXPLORATORY STUDY ON EFFECTIVE ONLINE TEACHING APPROACHES IN
PRIMARY SCHOOLS DURING COVID-19.
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 on the effective online teaching approaches used by teachers in the primary schools during the COVID-19 pandemic. The methodology implemented for this study is a qualitative method, by surveying 30 teachers from private international schools in Malaysia. Results showed that there were some main factors to look into for delivering effective methods of online teaching. The findings revealed a critical and crucial need for significant changes and development in modern education which involves the teaching approach among teachers.

Elaine Wong Hui Chin

An exploratory study into how teachers are facilitation students into taking action by internationally minded

Abstract

The objective of this study is to provide a framework for students, practitioners, and institutions wishing to better assess international mindedness. The aim is to consider the

relationship between international mindedness development and the ecology of the school. This research explored the project through a specific IB World School who has a network of schools across Malaysia. The methodology used here is a qualitative approach based on various theories which include constructivist theory, components of international mindedness and its related concepts. The findings from this research were inconclusive and showed that the population of study understood the concept of “international mindedness” and “taking action” but on a surface level. The initial literature review done was helpful in this study to help further conceptualize the idea of “taking action” and how it is embedded within the curriculum itself. The perspective of which the study had taken place placed a lot of emphasis on students’ opinions. Based on this study and also from other journal articles, this field of study still has a lot of aspects unexplored. I believe that having more studies done on this topic will give further concrete conceptualization that the IB PYP is going for.

BENJAMIN WALTER CUTLER

**THE IMPACT OF CREATIVE WRITING ON INTRINSIC MOTIVATION AND
BELIEF IN STUDENTS
ABSTRACT**

Creative writing has been the subject of many studies, many of which pertain to its impact on second language (L2) learner motivation, beliefs, and proficiency achieved. Based on this, the current study investigates the role and impact creative writing has on MYP students’ motivation, beliefs and proficiency achieved in regards to acquiring English as a second Language. It is crucial to understand the role of creative writing in order to utilize it as a pedagogical approach in order to maximize the results, beliefs, and motivation of L2 learners. As a result, this study utilized a Qualitative Phenomenological approach that used survey questions to investigate three research questions that delved into the impacts of creative writing on the L2 learner. Creative writing tasks were given to the students throughout the quarter and then the students were given a survey. The investigation uncovered a strong positive correlation between creative writing and elevated levels of motivation. Similarly, the study uncovered an improved belief and proficiency regarding the L2. Thus, it is necessary to brainstorm and think about ways to implement it more frequently in the L2 classroom. Following this study, future research could focus on motivation and its impact on time management.

2022

EFFECTIVENESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT ON
TEACHER PERFORMANCE IN AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL,
MALAYSIA

AISHWARYA KANNAN

ABSTRACT

The purpose of this study was to gather data regarding teachers' perception on continuous professional development (CPD) and identify how CPD helps in enhancing the teaching and learning experience in the Middle Years Programme (MYP) in my school which is an IB world school. Additionally, the study sought to determine which CPD components were the most effective as well as participants' perceptions on how the school's CPD's were implemented and monitored. Participants were the MYP teachers, and data collection methods included surveys and interviews. The study recommends that the school view teacher professional development as the development of teachers' knowledge and skills. They are stronger teachers in the MYP because of CPD's on concept-based learning, collaborative planning, approaches to learning, differentiation, thinking skills, learner profiles, classroom management, and types of assessment; therefore, these CPD's need to be reinforced. Instead of providing the same CPD to all teachers, the school ought to adopt a differentiated approach to increase the effectiveness of the CPD's. The objectives need to be clear, and the monitoring must be improved when it comes to implementation. Ment, as well as on their usability for different types of schools.

A COMPARITIVE STUDY OF BIOLOGY STUDENTS LEARNING STYLE DURING AND AFTER THEIR
TRANSITION FROM AMERICAN DIPLOMA TO INTERNATIONAL BACCALAUREATE DIPLOMA

BINDU PRADEEP

RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE
OF MASTER OF EDUCATION (INTERNATIONAL BACCUALARUATE)

CENTRE OF POSTGRADUATE STUDIES
FACULTY OF EDUCATION
UNIVERSITY COLLEGE FAIRVIEW
KUALA LUMPUR
2022

ABSTRACT

In the field of transition from one programme to another educational programme, student's interest in enrolling for an Internationally standardised programme is seen to be an important aspect in their high school life. However, students are finding themselves without enough preparation and guidance to

cater to the needs of the students. Hence the main objective of the study is (1) To identify the students preferred learning style after a transition to International Baccalaureate Diploma Programme. (2) To find out the types of instructional strategies most appropriate after the transition from American Diploma to International Baccalaureate Diploma. (3) To explore the effect of approaches to teaching and learning IB education on the academic competencies of IB DP.

The research was a mixed method of quantitative and qualitative where 50 students completed an open-ended and close-ended questionnaire. Two teacher interviews are also planned. The total size of the research is 50 students of Grade 11 IB within the age range of 16 years from an IB world school in the Kingdom of Bahrain.

Based on the research findings, the respondents mostly prefer the different approaches to learning and teaching after the transition to the international Baccalaureate Diploma Programme. This research can be used by the school for bringing few changes required for American Diploma to be taught in the Biology lessons.

An Exploratory Study on the Use of Gamification Strategies by Teachers in the Primary

Years of a School in Mongolia

Presented to the
Faculty of Graduate Studies
University College Fairview

In Partial Fulfilment of the Requirements
For the Degree Master of Education (IB)

Presented By
Emille Astudillo Lumiwes
October 2022

Abstract

This research study examines the different gamification strategies and to assess the effectiveness of gamification content in the teaching and learning process. It presents the different perspectives of teachers on the use of gamification strategies in the primary school level, the challenges that teachers face in term of implementing gamification strategies, and the effects of gamifications strategies on the academic performance of students in the primary level. A phenomenological approach, a qualitative research method was selected as the research method of this study through the use of five semi-structured interviews.

The research findings that gamification strategies are effective in the teaching and learning process with specific highlights on the motivation of students to learn. It was found out that through gamification strategies, students retain more information which further helps them achieve better academic performance which can be measured through assessments. Finally, teachers face the challenge of game design when it comes to gamification strategies.

The Students' Perception of the
Effectiveness of A Learning Management
System

MUNISWARAN A/L SELLAMUTHU

THESIS SUBMITTED IN PARTIAL FULFILMENT OF REQUIREMENTS FOR

THE MASTER IN EDUCATION (IB)

CENTER FOR POST GRADUATE STUDIES

FACULTY OF EDUCATION
UNIVERSITY COLLEGE FAIRVIEW

DECEMBER 2022

ABSTRACT

This project is about evaluating the effectiveness of a new Learning Management System called LeEd (pseudonym used) that is widely used in one of the Malaysia Network of IB school -XYZ International school (not real name). These studies involve two research questions. A qualitative study involving the collection of data through a questionnaire. I have conducted two open-ended short answer questions. The first question will be to gauge their understanding of online learning by asking them to define what online learning is to them, while the second question will be more focused on their experiences in online learning thus far. In addition to that, I have designed a questionnaire consisting of 8 Likert-scale items. Overall, the study was a success, and I was able to collect and analyse the data in order to answer the research questions with a few weaknesses.

Teachers' perspective on Hybrid teaching and learning in
an early year programme (EYP) in an International
Baccalaureate (IB) school: A Case Study Concerning Early

Childhood Education.

Nur Erra Louisa Bt Mohd Zaidi

August 2022

A Project Paper Submitted in Partial
Fulfillment for Master of Education (M.Ed)

at

University College Fairview

Supervisor: Professor Gopinathan KR

ABSTRACT

This project was a teacher's perspective on hybrid teaching and learning in an early year programme (EYP) in an International Baccalaureate (IB) school. These studies involve the researcher looking at three research questions via the collection of qualitative data through a questionnaire, first-hand observation, and interview sessions. The first question will be to gauge their understanding of hybrid learning by asking the teachers to define what hybrid learning is to them and how do they characterized teaching and learning for early years students, while the second and third questions will be more focused on students' engagement in hybrid learning thus far and how do they overcome the challenges in teaching and learning. Data was collected and analyzed to contribute to the body of knowledge.

Class Management and Teaching Strategies Supporting

Language learners in Mainstream Classes

Saba Usman Ansari

IB Language Acquisition English Teacher (MYP)

English Support Programme Teacher (PYP)

Date Submitted: 29th October 2022

Masters in Education –Course EPRO 72212 Research

Project Report

Supervisor: Professor Gopi

Submitted in fulfilment of the requirements for the Masters in Education,

University College Fairview

ABSTRACT

This paper examines the challenges that learners of English as a second language face once they step out of the walls of a language classroom into a mainstream class environment of content based concept learning of other subjects. This research study evaluates the various class management and instructional teaching strategies which are essential to facilitate the second language students' during their learning experiences. The present study was structured on two quantitative surveys; the primary quantitative survey experimentally investigated the importance of planning the teaching resources and instructional strategies by 8 subject teachers from different departments in the Middle Year Programme of an IB School in Kuala Lumpur.

The second quantitative survey of this study was designed to shed light on the learning experiences of the 22 students attending the English Language Acquisition MYP Programme at the IB school of this research study. The analysis of the data collected from the research has shown strong correlation between the teachers' planning and how its implementation and deliverance meets the learners' needs in the class. The undertaken study endeavours to develop an insight to understand that significant professional development is necessary to improve the ability of mainstream teachers to serve the culturally and linguistically diverse second language acquisition students in their classrooms. In addition, for future reference this research will be beneficial for subject teachers' interaction with non-native language learners, for them to realise the importance of consistent execution of task opportunities supported with instructional strategies that helps to meet the learning objectives for each student present in the class.

Key words: English language learners; subject teachers; class environment and management; instructional strategies; learning experiences

A STUDY ON STUDENT TRANSITION FROM THE PRIMARY YEARS PROGRAMME TO
THE MIDDLE YEARS PROGRAMME

SAMANTHA GENET

STUDENT ID: 202002027

RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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FOR THE DEGREE OF MASTER OF EDUCATION (INTERNATIONAL
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FACULTY OF EDUCATION
UNIVERSITY COLLEGE FAIRVIEW
KUALA LUMPUR
2022

Abstract

The transition of students from PYP to MYP has become an ongoing debate and topic of discussion among stakeholders and programme coordinators as they struggle to find a solution due to the academic results of students which decrease during their Year 1 in MYP. Over the years the researcher had come to observe that students do struggle with the change in approach, content, and skills taught when students enter the Middle Years Programme (MYP) from the existing PYP in Year 5. This study focused on identifying different factors which affect students' transition from the Primary Years Programme (PYP) to Middle Years Programme (MYP). Through the research conducted, identification of the influence the transition has on the students' perspectives and performance across both programmes were explored. This included what students looked forward to and concerns raised due to the difference of both programmes. Data were collected from both teachers and ex - students from both programmes and analyzed. Questionnaires, focused group interviews and discussions were used to obtain data from all parties which led to both a positive and negative impact on the students both in an academic and non- academic context. The research provided further gaps to be explored between both programmes to be breached through different platforms that allow students to develop the knowledge and skills needed while ensuring that they are emotionally and mentally prepared for their journey ahead in the Middle Years Programme (MYP).