

2024

An Exploratory Study On The Effect Of Traditional Classroom Management On Student Performance In An IB MYP Classroom.

Adrian Adeel Abader

ABSTRACT

Numerous studies have been conducted on classroom management, however a noticeable gap on its efficacy within the context of International Baccalaureate Middle Years Programme (IB MYP) exists. Thus this research aims to analyse the views of IB MYP teachers and students to highlight successful strategies and assess their suitability within the framework of the IB MYP. Qualitative data gathering methods were employed, including semi-structured interviews with two IB MYP teachers and focus group discussions with 20 IB MYP students at Fairview International School in Johor Bahru, Malaysia. Data was analysed using thematic analysis. These themes were organised categorically that reflected the essence of the data.

The research concluded that by adapting to student differences a favourable learning environment is created albeit using traditional classroom management techniques. Further research should be conducted on the long-term effects of new, adaptive classroom management.

2024

Impact of Transformational Leadership on Organizational Performance among Selected
Primary

Schools in Shanghai, China

Aleksandar Brkic

Abstract

This study investigates the influence of Transformational Leadership on Organizational Performance in a specific group of primary schools in Shanghai, China. It examines the connection between transformational leadership (independent variable) and employee motivation (dependent variable) in the primary education environment. The problem statement highlights the importance of studying how transformational leadership affects employee engagement, job satisfaction, and overall performance in primary schools. This is especially important in the context of rapidly changing educational environments and the complex factors that influence organizational effectiveness. This study seeks to examine the influence of transformational leadership on organizational performance in primary schools. It seeks to address the urgent requirement for effective leadership in the face of the intricate challenges modern educational institutions encounter. The research technique utilized in this study includes conducting cross-sectional case studies to investigate the influence of transformational leadership on the performance of leading primary schools in Shanghai. The population for this study consists of a varied group of employees from primary schools in Shanghai, China. The study seeks to ensure that the group is similar to conduct a thorough analysis. To do this, a stratified random sampling technique is used to select employees from different industrial classifications in proportion to their representation in the population. In addition, my methodological approach emphasizes the significance of using a combination of different research methodologies and approved tools for a thorough investigation in educational settings, providing useful insights for future studies in this area. The results showed that both factors were essential in translating leadership effectiveness into organizational success, emphasizing the need to cultivate supportive work environments and strong teacher-leader relationships to enhance performance in elementary schools. After analyzing the research objectives, it became evident that top primary schools in Shanghai demonstrate transformational leadership approaches. These approaches are distinguished by their visionary communication, individualized help, intellectual stimulation, and empowerment.

Consequently, they promote heightened motivation and cooperation among employees. Moreover, the existence of positive organizational results, such as increased levels of employee engagement and satisfaction, emphasizes the vital importance of transformative leadership in creating work environments that promote organizational success. The results of my research have significant implications for both theoretical understanding and practical implementation in the field of educational leadership. The text highlights the significance of utilizing transformational leadership strategies to encourage positive organizational results. Furthermore, my methodological approach prioritizes the importance of employing a diverse range of research approaches and validated tools to conduct a comprehensive inquiry in educational environments, yielding valuable insights for subsequent studies in this

field. This study emphasizes the critical significance of transformational leadership in improving staff engagement, job satisfaction, and overall organizational performance in elementary schools. This offers valuable perspectives for educational leaders and administrators who aspire to provide nurturing and empowered school settings.

2024

State Anger Management in the MYP Classroom: A Multi-Stakeholder Perspective

Alexander Anstess

Abstract

This investigation delves into the prevalent issue of anger management in educational settings, with a specific focus on state anger among at-risk students at an anonymous school within Kuala Lumpur in 2024. Employing a mixed-method approach comprising surveys, interviews, and secondary sources, the study aims to explore diverse perspectives from students, teachers, and counsellors. The findings underscore a common acknowledgment of the necessity for proactive strategies to address anger incidents, emphasising the pivotal role of implementing long-term approaches such as self-regulation. The alignment of perspectives underscores the urgency of collaborative efforts among stakeholders to cultivate a supportive and empathetic learning environment conducive to students' emotional and academic development. Through student self-reports, teacher observations, and insights from counsellors, the investigation provides valuable insights into the prevalence and manifestations of anger within the classroom, offering significant contributions to our understanding of the dynamics of anger and its ramifications on the educational milieu.

2024

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

Andrew McNeice BA. BED.

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 2 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.

Exploring Organizational Learning in a case study of an Education Training Centre for
Professional Coaches in Kuala Lumpur

ANNE LIM SIEW SAN

2024

ABSTRACT

The study presents a detailed analysis of the dynamics of organizational learning at a professional coaching education institution in Kuala Lumpur. It painstakingly evaluates the many procedures, obstacles, and their importance to the professional development of its members. The investigation focuses on the challenges of accumulating the 10,000 hours of practice required for professional coaching, emphasizing the steep learning curve as well as the critical need for coaching practitioners to improve their emotional intelligence and interpersonal skills. The study employs a qualitative research technique, conducting thorough

interviews with key leaders and members of the organization. This strategy aims to gain in-depth insights into the complexities of organizational learning, concentrating on its context,

substance, and process, with the ultimate objective of filling empirical gaps and enhancing the

body of knowledge on professional coaching development. As findings, data analysis provides

crucial results on the significance of organizational learning in professional coaching, emphasizing the importance of experience accumulation, skill development, emotional intelligence, and tacit knowledge. The discussions focus on overcoming internal and external learning hurdles, making strategic choices for relevance, and utilizing a continuous learning culture. Implications from this study emphasize the framework's importance in improving coaching effectiveness and organizational learning, recommending additional study on emotional and tacit knowledge integration. As conclusion, the ultimate findings emphasizes its

contribution to theoretical and practical knowledge of organizational learning in professional coaching, as well as ideas for future research and implementation.

Keywords: Organizational Learning, Professional Coaching, Obstacles to Coaching, Strategies of Coaching, Framework for Coaching

To Explore the Efficiency of Learning Package for Teaching Piano to the Young Beginners Applying Arm Weight Associated with Wrist Movements.

Avaphak Sanguanruang

JUNE 15th 2024

ABSTRACT

The research titled "To Explore the Efficiency of Learning Package for Teaching Piano to the Young Beginners Applying Arm Weight Associated with Wrist Movements" is a mixed-method study which consists of both quantitative and qualitative research approaches.

The objectives of the research are to explore a comprehensive and engaging of the learning package, to evaluate the effectiveness of the learning package in improving students' understanding and application of arm weight and wrist movements during piano playing and to investigate student satisfaction levels towards the learning package created by the researcher.

The instruments used in the research include the arm weight and wrist movements teaching exercises developed by the researcher, a piano performance skill assessment form, and a satisfaction questionnaire.

The population comprises of 10 piano students, age 7-8 years old who are studying in three different music schools in Bangkok. The research findings indicated that the developed learning module is comprehensive and engaging for teaching basic piano to children. The exercises are divided into five lessons which are Transferring weight when playing a single note 2. Playing notes with a slur 3. Playing notes in a scale pattern 4. Playing notes in an arpeggio pattern 5. Playing notes in an Alberti bass pattern on the left hand. In terms of skill performance assessed across three areas—playing posture, sound quality, and accuracy in coordinating different body parts while playing the piano—students scored higher on post-tests compared to pre-tests. Each area had scores exceeding 80%. Regarding student satisfaction with the teaching module, students rated their overall satisfaction at the highest level.

KEY WORDS: Music Education, Piano Pedagogy, Piano Performance, Arm Weight, Wrist Movements, Fundamental Piano Techniques, Young Beginners, Motor Learning, Learning Package, Assessment Method, Constructivism

BEING A PRIMARY SCHOOL PRINCIPAL IN AN EMERGING INTERNATIONAL SCHOOL: AN

AUTOETHNOGRAPHY

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DEGREE OF MASTER OF EDUCATION

CENTER OF POST GRADUATE STUDIES FACULTY OF EDUCATION UNIVERSITY COLLEGE

FAIRVIEW KUALA LUMPUR

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ABSTRACT

Primary school principals in emerging international schools face unique challenges due to high workloads, limited resources, and the need to establish cultural norms which can hinder professional growth and impact decision-making processes. There is a lack of empirical evidence on effective strategies to manage these challenges within such contexts, particularly through the lens of the principal's personal reflections. This study aims to document and analyze the lived experiences of a primary school principal in an emerging international school. Specifically, it seeks to highlight the challenges and rewards of the principalship, explore strategies for managing workload and resources, and investigate how personal experiences and reflections shape professional growth and decision-making. The study adopts a qualitative autoethnographic approach, utilizing primary-source qualitative data such as meeting agendas, handwritten memos, and a reflexive journal kept over an academic year. Thematic analysis was employed to identify patterns within the data, which were then cross-compared with existing literature.

Verification strategies included member checking, peer debriefing, and triangulation to ensure data reliability and validity. Three major themes emerged: challenges and rewards, workload and resource management, and professional growth and decision-making. The study found that effective workload and resource management strategies were crucial. Personal reflections influenced professional growth and decision-making processes. The study underscores the critical importance of supportive structures and strategies for principals in emerging international schools. By addressing their unique challenges through reflective practices and resourceful management, educational leaders can enhance effectiveness and contribute positively to school communities. Future research should expand the participant sample, employ mixed-methods approaches, and explore additional theoretical frameworks to build on these findings.

Leadership Practices in International Schools:
A Case Study of Instructional Leadership and Teacher Development

SIEW CHEAN CHUA

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FACULTY OF EDUCATION

UNIVERSITY COLLEGE FAIRVIEW, KUALA LUMPUR

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Abstract

This study investigates instructional leadership practices in international schools, focusing on how school leaders support teacher professional development, curriculum alignment, and collaborative learning environments. Given the unique challenges of multicultural and globalized educational settings, effective instructional leadership must be adaptable and culturally sensitive to meet the diverse needs of teachers and students. Using a qualitative approach, this research involved thematic analysis of interviews with school leaders and teachers to identify key leadership dimensions and their impacts on teaching practices and student outcomes. The findings highlight three core themes: curriculum-focused leadership, collaborative leadership, and structured professional development and feedback systems. These themes underscore the importance of providing clear instructional guidance, fostering a supportive environment for teacher growth, and incorporating culturally responsive practices into professional development. The implications for practice are significant, as they suggest that international schools should prioritize needs-based, flexible professional development tailored to the multicultural context. Additionally, implementing structured mentorship and peer observation systems enhances collaborative learning and improves teacher retention. The study contributes to educational leadership theory by emphasizing the need for context-sensitive models in diverse educational settings, blending elements of transformational and distributed leadership. For stakeholders, the findings highlight the importance of supportive leadership structures that enable teachers to engage in continuous professional growth, ultimately benefiting student learning outcomes. Future research could further explore how instructional leadership practices adapt across different cultural contexts within international schools.

Keywords

Instructional leadership, international schools, professional development, multicultural education, curriculum alignment, collaborative learning, educational leadership theory, transformational leadership, distributed leadership

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

Phenomenological Study on the Social Coping Strategies of
Selected Filipino Third Culture Kids with students
in International Schools in Penang Malaysia

Diana Longno Sistoso

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CENTRE OF POSTGRADUATE STUDIES
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UNIVERSITY COLLEGE FAIRVIEW
KUALA LUMPUR

Supervised by Professor Gopinathan

Abstract

This study looks into the social coping strategies of Filipino Third Culture Kids who are enrolled in various International Schools in Penang School Year 2019-2020. The aim of this qualitative study is to look at how Filipino students are able to cope up with these changing times as they embark themselves into adapting multicultural changes brought about Globalisation. To be able to dive deeper into into how Filipino Third Culture Kids adapt to their new environment, this research will analyse the following factors: common social challenges Filipino students faced while studying in an International School in Penang, their coping strategies and school programs or interventions that helped students cope with these challenges. The research will be conducting a series of focus group discussions as part of the Interpretative Phenomenological Analysis (IPA) method as a technique in gathering the data needed in this study. Since the aim of this study is to identify and discuss the coping strategies and/or mechanism of Filipino students in a multicultural school setting, participants are able to describe and share their personal knowledge and events as they make meaning of their life experience as a Third Culture Kid.

A study on the Effectiveness of Homework on Student Achievement
in the Middle Years Programme in an IB School

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Supervisor: Prof R.Gopinathan
April 2024

Abstract

This study investigates how homework affects the Middle Years Programme (MYP) student performance in an International Baccalaureate (IB) institution. The study examines the relationship between middle school students' perceptions of the number, frequency, and worth of their homework through a thorough literature analysis. Based on research conducted globally, regionally, and locally, the literature review presents several viewpoints on how homework affects academic achievement. Using surveys given to middle school students, instructors, and administrators in an IB school in Malaysia, the study uses a quantitative research approach. The results highlight the significance of relevant and balanced homework activities by showing a positive link between academic progress and the quantity and frequency of homework assignments. Educators, administrators, and policymakers are provided practical strategies for optimizing homework policies to improve student involvement and academic achievement. Longitudinal studies and qualitative investigation are suggested avenues for further research to better understand the intricate dynamics of homework in IB schools. In the end, this study adds to the continuing discussion on successful teaching strategies used in the IB MYP, highlighting homework's critical role in students' learning and achievement. Keywords: International Baccalaureate (IB), Middle Years Programme (MYP).

AN EXPLORATORY STUDY ON THE IMPACT OF COMPOSITE CLASS IN THE IB

PRIMARY YEARS PROGRAM

EVELYNE NG SWEET WEI

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ABSTRACT

This exploratory study investigates the pedagogical impacts of composite classes within the International Baccalaureate (IB) Primary Years Programme (PYP) at XYZ School. As an IB educator with two years of experience in a composite classroom, this research is grounded in both personal professional experiences and a critical review of existing literature on mixed-age groupings. The study aims to evaluate how mixed-age grouping in composite classes affects the attainment of IB learning outcomes, aligns with IB principles, and influences students' socio-emotional development.

Drawing on theoretical perspectives such as Vygotsky's Social Development Theory, the research explores the nuanced interplay between cognitive and social-emotional factors within composite classes. A qualitative research design, including semi-structured interviews, focus group discussions, and document analysis, was employed to gather in-depth insights from educators, students, and parents at XYZ School. The study examines both the benefits and challenges associated with composite classes, particularly in terms of curriculum differentiation, instructional strategies, and the socio-emotional dynamics of students in a multigrade environment.

The findings reveal that while composite classes foster collaboration and social competence, they also present significant challenges, including time constraints, resource limitations, and the need for differentiated instruction. These insights contribute to the broader discourse on mixed-age education and highlight the importance of tailored strategies for managing the complexities of multigrade teaching in an IB context.

This research provides valuable recommendations for educators and policymakers, advocating for targeted teacher training and resource development to enhance the effectiveness of composite classes. It also enriches the academic literature by offering a nuanced understanding of how non-traditional classroom structures can align with and enhance established educational frameworks like the IB.

A STUDY ON THE INFLUENCE OF THE COVID-19 PANDEMIC TO
THE INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
INTEGRATION IN THE TEACHING METHODOLOGIES OF
PHYSICAL EDUCATION TEACHERS IN MALAYSIA

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CENTER OF POST GRADUATE STUDIES FACULTY OF EDUCATION
UNIVERSITY COLLGE FAIRVIEW KUALA LUMPUR

2024

A study on the Influence of The Covid-19 Pandemic to the ICT Integration in
the Teaching Methodologies of Physical Education Teachers in Malaysia.

ABSTRACT

Information and communication technologies (ICT) have become an important component to prepare the students for 21st -century competency. Aligned with most of educational curriculum, ICT is one of the needs to be developed amongst the students and teachers. ICT have found to be beneficial to the teaching and learning environments. Enhancing learning, fostering creativity and improve active engagement among the students. The purpose of this study is to identify the impact of the Covid-19 pandemic to the ICT integration in teaching methodologies in physical education (PE) teachers in Malaysia. PE teachers in Malaysia with different curriculum teaching background (n=16) have completed the questionnaire involved qualitative and quantitative subjective theories. Results indicated, there are changes in teachers' perspective in integrating ICT in PE lessons in various subjective theories compared before and after the Covid-19 pandemic. The changes in teacher's perceptions lead to shifting in the current teaching methodologies. Most of the teachers are currently integrated ICT in their lesson compared to before the Covid-19 pandemic. However, the PE teachers still believe the importance of the physical movements/activities should be priorities in the PE lessons. Also, most of the teachers reported, the ICT integration should be complementing the traditional PE teaching methodologies rather than replacing it. The research also found that, teachers still have challenges in cooperating ICT in the PE lesson even though they acknowledge the benefits of it to the students learning such as time constraints and infrastructure barrier. Further research is encouraged to provide PE teacher with the support needed, more research should be done together with identifying the effect to students' learnings. Therefore, more meaningful implementation to the teaching and learning

environment in future.

INDEX WORDS : Information and communication technology (ICT), physical education, teaching methodology

PROBLEM-BASED LEARNING IN THE IB MIDDLE YEAR PROGRAMME

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Abstract

The research study examines the difficulties faced and provides suggestions for improving Greenview International School's use of Problem-Based Learning (PBL) techniques. This study's thorough research reveals the necessity of focusing on the particular school environment, incorporating STEAM/STEM (Science, Technology, Engineering, Arts, and Mathematics) into the curriculum, and looking for resources to facilitate STEAM/STEM integration. These suggestions are meant to maximize PBL strategies' efficacy while also enhancing the educational experience for students. Additionally, the methodology chapter meticulously outlines a qualitative approach that adheres to rigorous ethical guidelines. Twenty IB Biology students and seven professors participated in in-depth interviews, with each participant providing informed consent and guaranteed anonymity. Emphasizing strict data protection, ongoing communication, and unwavering ethical oversight, the study underscores a steadfast commitment to upholding the highest ethical standards throughout its duration. The study culminates in an examination of the Problem-Based Learning (PBL) approach within the IB Middle Years Programme (MYP) curriculum at Greenview International School in Malaysia. By investigating the diverse challenges encountered by students during the implementation of PBL methodologies, the study identifies and implements effective mitigation strategies. These strategies are systematically organized and rigorously analyzed through the interview process, leveraging interview transcripts to extract pertinent data on the research topic. Moreover, the chapter explores a thorough analysis of the results, providing insightful information about the effectiveness of the suggested approaches and their potential influence on enhancing PBL practices in the classroom.

EXPLORING TEACHING OF WORLD LANGUAGE IN AN AMERICAN

INTERNATIONAL SCHOOL IN MALAYSIA

JESSICHITRA GOPINATHAN

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FACULTY OF EDUCATION

UNIVERSITY COLLEGE FAIRVIEW, KUALA LUMPUR

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Abstract

This qualitative study explores the integration of Task-Based Language Teaching (TBLT) and Inquiry-Based Learning (IBL) approaches in the teaching of the Malay language at an American International School (AIS). TBLT emphasizes real-world tasks to foster meaningful communication and practical language use, while IBL encourages active exploration, critical thinking, and the connection of learning to personal experiences and global contexts. The study aims to examine how these pedagogical approaches impact student engagement, language acquisition, and cultural understanding within the multicultural AIS context. Through interviews, observations, and document analysis, the study identifies the strengths and challenges of using TBLT and IBL in a world language classroom, and investigates how these methodologies align with the school's educational philosophy. The findings highlight the effectiveness of combining TBLT and IBL to enhance students' language proficiency and motivation, while also promoting deeper understanding of the language's cultural and societal contexts. Additionally, the study acknowledges limitations, including a small sample size and the focus on Malay, which may restrict the generalizability of the findings to other languages or educational settings. The study concludes with suggestions for future research, including expanding the sample size, exploring the application of TBLT and IBL in teaching other languages, conducting longitudinal studies, integrating digital tools, and investigating teacher professional development needs. These avenues for future research aim to deepen our understanding of the broader applicability and long-term impact of these innovative teaching methodologies. Keywords: Task-Based Language Teaching (TBLT), Inquiry-Based Learning (IBL), Malay language, world language teaching, language acquisition, language proficiency, multicultural education, pedagogical approaches, student engagement, cultural understanding, language teaching methodologies, professional development, qualitative research, international school education.

Exploring the Integration of Reggio Emilia Approach into the IB Curriculum for
Early Childhood

English Language Education: Insights from Teachers in Japan

Joicy Joseph
2022.02.006.MED

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ABSTRACT

This thesis investigates the integration of the Reggio Emilia approach into the International Baccalaureate (IB) curriculum for early childhood English language education, drawing insights from teachers in Japan. The Reggio Emilia approach, celebrated for its child-centered and constructivist principles, presents contrasts with the structured framework of the IB curriculum. Employing a qualitative research design, the study utilizes semi-structured interviews and questionnaires to gather perspectives from educators experienced in both educational frameworks. The research explores the challenges, benefits, and necessary adaptations for successful integration. Findings indicate that while there are philosophical synergies between the Reggio Emilia approach and the IB curriculum, practical implementation in Japan requires nuanced adjustments to align with cultural norms and educational standards. Educators emphasize the importance of flexibility and creativity in adapting Reggio Emilia practices within the IB framework to promote holistic development and language acquisition in early childhood education.

AN EXAMINATION OF TECHNOLOGY INTEGRATION IN THE MIDDLE SCHOOL CLASSROOM
AND

THE IMPLICATIONS ON THE LEARNING PROCESS

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Abstract

This study explores the impact of technology integration on academic performance within an international school context, focussing on how digital tools influence learning environments and outcomes. Employing a mixed-methods approach, the research combines quantitative analyses—descriptive statistics, correlation, and multiple regression—with qualitative thematic analysis from surveys of students and teachers. Quantitative results highlight a relationship between students' academic performance and their use of digital tools, while qualitative findings reveal mostly positive perceptions of technology's role in education. Although technology integration is generally viewed positively, its success depends on factors like digital literacy levels, relevance of digital tools to educational goals, and adequate support for users. Notably, higher digital literacy correlates with more effective technology use, enhancing academic outcomes. However, challenges such as insufficient infrastructure and resistance to adopting new teaching methods can impede its effectiveness. The study concludes that strategic technology integration, supported by robust digital literacy training, can significantly advance learning. Recommendations include focussing educational policies on equipping educators and students with the skills to effectively utilise technology, ensuring it facilitates rather than hinders educational achievement. This research contributes to the dialogue on educational technology, emphasising the need for balanced, well-supported technological implementation in educational settings.

A study on the Influence of Backwash on Student

Learning in the IB MYP

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Centre for Postgraduate studies
University College Fairview

2024

ABSTRACT

This study investigates the influence of backwash, the unintended effects of assessments on teaching and learning practices, within the International Baccalaureate Middle Years Programme (IB MYP). Backwash effects are of particular interest due to their potential to shape curriculum delivery, student engagement, and educational outcomes. Data were collected from a diverse sample of IB MYP students across multiple schools. Quantitative surveys were employed to explore perceptions of backwash effects, including the impact of differentiated teaching, teaching materials and teachers' education and experience. Findings suggest that while assessments within the IB MYP play a vital role in guiding instruction and promoting student learning, they also pose challenges related to curriculum pacing, student stress, and the alignment between assessments and learning objectives. Additionally, educators identified a need for professional development opportunities to better understand and navigate backwash effects within the IB MYP framework. This study contributes to a deeper understanding of backwash phenomena within the context of international education and informs strategies for optimising assessment practices and enhancing student learning exp.

THE EFFECTS OF APPLYING 5E ON STUDENTS' CONCEPT LEARNING
AND ENGAGEMENT LEVEL IN CHEMISTRY SUBJECT

LIONG SUET YAN

2022.02.017

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2024

Abstract

Numerous research studies and reports have consistently advocated for student centered learning methods, in the field of science to enhance thinking skills and achieve meaningful learning outcomes. However, the question remains; what instructional approaches are most effective in helping students develop the understanding and problem solving skills for real world success? This study set out to explore how the 5E learning cycle impacts performance and engagement among high school students studying chemistry. The study employed a pre-test and post-test experimental design involving a total of 38 secondary school students who were divided into control groups. Nineteen students underwent instruction in energetics using the 5E learning cycle (experimental group) while another nineteen received traditional lecture based instruction (control group). Following the intervention both groups levels of engagement in learning chemistry were assessed through a questionnaire. The study findings were analyzed using sample t-tests and descriptive statistics. The results indicated that implementing the 5E learning cycle led to a shift in students' conceptual understanding of chemistry compared to those in the control group. Consequently, it was recommended that educators consider incorporating the 5E learning cycle into their teaching practices as it encourages student involvement and active participation, in the learning process. The research also suggested that additional studies should be carried out on the 5E model to gain an understanding of its lasting impact, in promoting student centered learning methods. Experiences in the IB MYP.

INVESTIGATING THE EFFECTIVENESS OF A MULTISENSORY PHONICS
CURRICULUM IN ENHANCING PHONEMIC AWARENESS

MARISHA SOOKDEO
2023.02.004

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ABSTRACT

This quasi-experimental research study aimed to evaluate the effectiveness of a multisensory phonics curriculum in enhancing phonemic awareness among Chinese kindergarten learners of English as a Foreign Language (EFL), in comparison to a standard language-integrated approach. Conducted over 12 weeks, the study involved 30 students from an international, bilingual school in Beijing, China, divided evenly into an experimental group (phonics intervention) and a control group (no intervention). Using an explanatory sequential mixed-methods design framework, the study combined quantitative data from test scores and ratings with qualitative insights from class observations and parental feedback. Mann-Whitney U-test results indicated improvement in phonemic awareness by increased posttest scores in alphabet letter-sound recognition, initial letter sound proficiency, and vocabulary acquisition. The experimental group outperformed the control group in several areas. Their average test scores were 81.89% higher, class observations showed a 54.9% higher average rating, and parental feedback favoured the multisensory curriculum with 73.53% higher ratings for the experimental group compared to the control group. These results demonstrated that the multisensory phonics curriculum significantly enhanced phonemic awareness in the experimental group. The study concluded by acknowledging its limitations and offering recommendations for future research.

Keywords: multisensory phonics, phonemic awareness, English as a Foreign Language, kindergarten education, Chinese learners

Exploring the Administrative Skills of an American International School Administrators
in Malaysia

Marjan

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MASTER OF EDUCATION

FACULTY OF EDUCATION

UNIVERSITY COLLEGE FAIRVIEW, KUALA LUMPUR

2024

Abstract

This study explores the administrative skills of school leaders in American international schools in Malaysia, focusing on the essential competencies required to navigate the complexities of modern educational environments. With the rapid evolution of technology, the growing diversity of student populations, and the increasing demand for sustainable educational practices, school administrators face unprecedented challenges. This qualitative research examines these dynamics through interviews with primary and secondary school administrators, identifying key skills such as communication, adaptability, and empathy. Findings highlight the pivotal role of these competencies in fostering positive school cultures, enhancing trust and stability, and promoting student success. The study also emphasizes the importance of professional development, particularly through peer mentoring and reflective practices, in equipping administrators to meet evolving educational demands. By addressing gaps in existing literature, particularly in non-Western contexts, this research contributes valuable insights into effective school leadership, offering actionable strategies for developing administrative skills in a diverse and dynamic global landscape.

Effect of the Flipped Classroom on Middle School Students' Academic Performance in an

English Language Arts Course

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Department of Education, University College Fairview

EPRO 72212: Master's in Education

Professor. Gopinathan Raman Kutty

15th June 2024

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ABSTRACT

Research on the flipped classroom model has been expanding, but a review of the literature reveals that most studies have focused on tertiary education, with relatively few examining K-12 contexts. Additionally, the results concerning the model's impact on students' academic performance in K-12 settings remain inconclusive. To address this gap and enhance the current understanding, particularly within the Malaysian K-12 educational context, this study aims to evaluate the effect of the Flipped Classroom Model on academic performance, investigate teachers' attitudes towards the flipped classroom, and identify the challenges associated with adopting this model. To address the study's research questions, both quantitative and qualitative data were collected and analysed. A quasi-experimental research design has been adopted to determine the impact of the Flipped Classroom on students' academic performance, specifically by examining the performance of 184 year 2 students at an international middle school in an English language and literature course. Teachers' perceptions of this instructional model and the challenges they faced during its implementation are examined using Likert-scale and open-ended questions respectively. The findings show that there is no significant difference in academic performance between the control and experimental groups. Teachers are found to hold, overall, positive perceptions towards the impacts of the flipped classroom on their role and to a lesser extent on students' learning. They also highlight a number of challenges to implementing the model such as the lack of students' preparedness and the higher time demands in lesson planning. The results further highlight the need for further investigation into the effects of the flipped classroom. Despite the positive attitude teachers seem to have with regards to the benefits of this approach, improvement in academic performance, as a result of this model, is yet to be thoroughly evidenced in K-12 contexts and across a wider range of subjects. Moreover, the challenges identified, along with a recommended exploration of how students

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experience a flipped classroom and how they might benefit, can serve as a basis for decision-making to school leaders when weighing the pros and cons of school-wide implementation of such an approach.

Motivational decline in physical education among elementary learners:

Exploring causes and solutions

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Educational Research Practice

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Abstract

This particular study aims at finding out why motivation to engage in PE reduces, in this case, students in Grades 2 to 5 of the private school in Beijing. Unfortunately, PE involvement and interest typically decline as students progress through these early school years, potentially leading to adverse effects on future physical habits and wellbeing. The goal of this research study is to identify causes of this problem and look for meaningful ways of reversing it. The study incorporates student questionnaires as well as teacher interviews to investigate the clients and their perceptions of the condition. This kind of dual approach provides a comprehensive evaluation of the issue of sedentary and difficult to motivate young learners into physical activity. The findings are expected to inform adjustments in organisational contexts of PE program delivery that would enhance and sustain students' interest in the programs. It is the researcher's intention to strengthen the level of participation in PE to promote the habit of health-enhancing physical exercises. The implications of this study are valuable not only on the local level but also for any international system of education that would like to increase the students' participation in PE.

Mathematics Anxiety in Grade 7 Students in China: Prevalence, Gender Dynamics, and Performance

By

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Submitted on 26 April 2024

Abstract

This research investigates mathematics anxiety among Grade 7 students in a Chinese international school in Suzhou, China, exploring its prevalence, gender dynamics, and impact on academic achievement. While existing literature reveals the global presence of mathematics anxiety with inconclusive findings on gender, the complex interplay of cognitive and behavioral factors influencing mathematics anxiety necessitates further research in specific cultural contexts like China, known for its high-pressure academic environments. Employing a quantitative survey adapted from the Abbreviated Math Anxiety Scale, the study explores mathematics anxiety among 145 Grade 7 students. Key findings reveal that those students with higher mathematics competency experience lower anxiety and more positive emotions towards the subject. Assessment practices emerged as a major source of anxiety, and female students exhibited higher levels of mathematics anxiety compared to males, possibly due to cultural stereotypes. A negative correlation was observed between mathematics anxiety and examinations scores, suggesting a potential negative impact anxiety has on academic achievement. These findings emphasize the need for addressing mathematics anxiety, particularly among female students and those with lower mathematics competency. The research explores potential interventions and strategies to create supportive learning environments that foster positive attitudes towards mathematics and reduce mathematics anxiety.

AN AUTOETHNOGRAPHIC EXPLORATION OF THE ROLE OF AN ASSISTANT ACCOUNTANT AT

A MALAYSIAN INTERNATIONAL SCHOOL

OMEGA LEW WAN XIN

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Abstract

The assistant accountant's role in Malaysian international schools presents unique challenges and opportunities, yet this specific area remains largely unexplored in research. This study aims to fill this gap by investigating the experiences, challenges, and professional development prospects of assistant accountants in Malaysian international school settings. It seeks to analyse their duties, the influence of cultural and organizational factors on accounting practices, the effects of educational and professional backgrounds on job performance, and strategies for enhancing their role and refining accounting processes within these schools.

Adopting an autoethnographic approach, this research draws insights from the personal experiences of the researcher, who is also an assistant accountant at a Malaysian international school. Through participant observation, reflective journaling, and semi-structured interviews with accounting colleagues and school administrators, the study uncovers the multifaceted nature of the assistant accountant role. It reveals prevalent challenges such as communication barriers and cultural adjustments, alongside opportunities for professional development and collaboration. Ultimately, this exploration sheds light on the complexities of assistant accountants' roles in Malaysian international schools, emphasizing the importance of cultural sensitivity, continuous learning, and effective communication for fostering organizational effectiveness and professional growth within this context.

An Exploratory Survey on the Impact of Rubric Clarity on Student Satisfaction in
Algebra 1 Project-Based Assessments.

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Abstract

This research investigates the impact of rubric clarity on student satisfaction in Algebra 1 project-based assessments at an international school following the American curriculum. Utilizing both quantitative and qualitative methods, data was collected from student surveys to assess their perceptions and experiences with rubrics. The study explores how clear and detailed rubrics influence students' confidence, understanding of expectations, and perceptions of fairness and transparency in assessments. Additionally, it examines the role of detailed instructions, clear grading criteria, and examples in helping students organize and plan their projects effectively. The research aims to provide insights into the importance of rubric clarity in educational settings and its potential to enhance student learning outcomes.

EXPLORING TEACHERS' PERCEPTIONS AND PRACTICES OF
CONCEPT-BASED INQUIRY IMPLEMENTATION IN AN (IB) INTERNATIONAL
SCHOOL IN MALAYSIA

RYAN PHILLIPS

THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS
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Abstract

This study examines the implementation of the Concept Based Inquiry (hereafter referred to as 'CBI') model within an International Baccalaureate (IB) school network in Malaysia, with a particular focus on teachers' perceptions and practices. Grounded in a theoretical framework aligning CBI with IB educational objectives, the study combines theoretical insights with empirical findings. Through interviews and thematic analysis, the study aimed to identify common themes and variations in relation to teachers' understanding of CBI, its alignment with IB objectives, and its effectiveness in practice, within the context of the IB school network in Malaysia. This study fills a gap in the literature on CBI implementation within international schools in Malaysia, offering practical guidance for enhancing teaching and learning practices within IB schools. Additionally, it contributes to theoretical perspectives on CBI learning and sheds light on the interplay between instructional approaches, teacher perceptions, and student outcomes within the IB context in Malaysia.

**A STUDY ON CHINESE LANGUAGE LEARNING IN A MALAYSIAN
PRIVATE SCHOOL: ATTITUDES, CHALLENGES, AND STRATEGIES**

**SAW YAN WEI
2022.02.007 MED**

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Abstract

The Chinese language has become vital globally. However, due to its difficulties, Chinese is equally difficult for students. There are strategies and attitudes used to get through these obstacles.

This study aims to

1. to identify the attitude and challenges of non-Chinese speaking students towards Chinese language learning
2. To identify the learning strategies of non-Chinese speaking students towards Chinese language learning
3. To investigate the effectiveness of the learning strategies of non-Chinese speaking students used in Chinese language learning.

Through interviews with non-Chinese speaking students, this study explores challenges, strategies, and attitudes. which are studying Chinese as a second language in order to understand students deeper.

Mandarin Learning Challenges Faced by ESL Students in English-Medium

**Classrooms
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2025**

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Abstract

The increasing adoption of English as the medium of instruction (EMI) in Southeast Asia has created significant linguistic and cognitive challenges for English as a second language learners (ESL) learning Mandarin as a foreign language. While EMI is intended to enhance global competitiveness by improving English proficiency, it may inadvertently create barriers to effective language acquisition, especially when students must learn Mandarin (a tonal and ideographic language) through English. This study explored the challenges faced by ESL learners in Mandarin EMI classrooms, teachers' perceptions, and strategies to address these difficulties.

A qualitative research design was adopted, combining focus group discussions with ESL students and a semi-structured questionnaire for Mandarin teachers. Thematic analysis identified three main challenges: pronunciation and tonal difficulties, vocabulary retention difficulties, and cognitive overload from multiple languages. Teachers recognized these barriers and implemented scaffolding and translanguaging strategies, including interactive learning tools, peer collaboration, and multimodal teaching, to facilitate Mandarin acquisition. Meanwhile, students found gamified learning, visual aids, and bilingual support particularly effective in overcoming language barriers.

This study contributes to theoretical and practical advancements in EMI and Mandarin education by integrating second language acquisition (SLA) theory, the zone of proximal development (ZPD), and translanguaging theory to support language learning in multilingual settings. The findings highlight the need for teachers to receive training in multilingual pedagogy, the importance of native-speaker scaffolding, and the benefits of adaptive teaching strategies in improving student engagement and retention.

This study provides valuable insights for educators, policymakers, and curriculum developers seeking to improve Mandarin instruction for ESL learners in EMI settings. Future research should further explore the long-term effects of translanguaging and scaffolding strategies on optimizing Mandarin learning outcomes.

Keywords: English as a language of instruction (EMI), Mandarin learning, ESL learners, translanguaging, scaffolding, cognitive load, second language acquisition (SLA), zone of proximal development (ZPD).

**Redesign a Training and Adult Education
program with 21st-century learning elements**

– a case study

By

**Student: TAI JAN LEAN
Student Id: 2023-02-001**

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Abstract

Industrial laboratories have relied on traditional teaching methods for decades, resulting in passive learning experiences. However, the modern workforce requires more adaptable employees, and the high turnover rate among trainers calls for a new approach. This study aimed to modernize the training program by integrating 21st-century learning techniques, promoting active learning, and aligning with evolving industry standards. The study implemented 21st-century learning elements and utilized the benefits of ICT and LMS, allowing employees access to upcoming training content for self-study. This ensured that all employees began their training with the same baseline knowledge, reducing delays during actual training sessions and promoting active learning. The study employed group discussions, survey questionnaires, pre- and post-tests, and self-reflection to redesign the training program, focusing on integrating 21st-century learning skills and andragogy theory. The implementation process was completed within one year and achieved the desired outcomes by June xx, 2024, as planned. This study's success contributed significantly to the company's overarching goal of maintaining a highly skilled and knowledgeable workforce for laboratory testing. Overall, the study demonstrated the benefits of modernizing training programs and integrating technology to promote active learning and adaptation to the changing workforce.

