

A STUDY ON THE ACQUISITION OF INTERNATIONAL
BACCALAUREATE LEARNER PROFILE ATTRIBUTES

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ABSTRACT

A STUDY ON THE ACQUISITION OF INTERNATIONAL BACCALAUREATE LEARNER PROFILE ATTRIBUTES

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The purpose of the study was to determine the acquisition of International Baccalaureate (IB) Learner Profile (LP) attributes and to explore students' and teachers' views on different aspects of the IBDP. In order to achieve these aims, mixed-methods research design was used. The quantitative data of the study were gathered from 239 IBDP students, from eight schools at five cities in Turkey, via "The Acquisition of IBLP Scale" developed by the researcher; whereas the qualitative data were gathered from 11 teachers and 13 students at two schools in Ankara via interviews and 40 hours classroom observations. The data gathered via the IBLP Scale were analyzed by both descriptive and inferential statistics (MANOVA) and the qualitative data were analyzed by content analysis.

The results showed that the IBDP students think they acquired caring attribute more than communication, cognitive skills, principled and open-minded, relatively. In addition, second-year IBDP students think that they acquire the IBLP significantly

more than first-year students and girls acquire the IBLP significantly more than boys in terms of open-minded and caring dimensions. Pre-IB program attendance made significant difference only in the acquisition of open-minded dimension and students who think to study abroad significantly differed from those who want to study in Turkey in terms of caring dimension. Furthermore, both teachers and students mentioned positive aspects of the program as being skill-based, improving self-confidence, creating awareness, and adding different perspectives, whereas duration and heavy workload of the program was perceived as the negative aspects. Both parties raised different views on improvement of the mentioned weaknesses.

Keywords: International Baccalaureate Learner Profile, Acquisition of IBLP attributes, International Baccalaureate Diploma Programme (IBDP)

ÖZ

ULUSLARASI BAKALORYA ÖĞRENEN PROFİLİ EDİNİLME DURUMU ÜZERİNE BİR ÇALIŞMA

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Bu çalışmanın amacı, Uluslararası Bakalorya öğrenen profilindeki becerilerin edinilme durumlarının belirlenmesi ve Uluslararası Bakalorya Diploma Programına (UBDP) katılan öğretmen ve öğrencilerin programa ilişkin görüşlerinin incelenmesidir. Bu amaç doğrultusunda, çalışmada karma desen kullanılmıştır. Nicel veriler, araştırmacı(lar) tarafından geliştirilen “UBDP Öğrenci Profili Belirleme Ölçeği” kullanılarak Türkiye’deki beş şehirde sekiz okuldan toplam 239 UBDP öğrencisinden toplanmıştır. Nitel veriler ise Ankara’daki iki okuldan 11 öğretmen ve 13 öğrenci ile görüşme ve 40 saat gözlem yapılarak elde edilmiştir. Geliştirilen ölçek ile elde edilen veriler betimsel ve çıkarımsal (MANOVA) istatistikler ile analiz edilirken nitel veriler içerik analizi ile çözümlenmiştir.

Araştırmanın bulgularına göre, UBDP öğrencilerinin duyarlı olmayı, sırasıyla iletişim kurma, bilişsel beceriler, ilkeli ve açık fikirli olmaya göre daha fazla edindikleri görülmüştür. Ayrıca, UBDP’nin ikinci yılındaki öğrencilerin birinci yılındaki öğrencilerden, kızların da erkeklerden duyarlı ve açık fikirli boyutlarını anlamlı olarak daha fazla edindikleri ortaya çıkmıştır. Pre-UB programına katılmanın sadece açık fikirlilik boyutunda anlamlı bir farka sebep olduğu görülürken üniversiteye yurtdışında devam etmeyi düşünen öğrencilerin ise Türkiye’de okumayı düşünenlere göre duyarlı

boyutunu daha çok edindikleri görülmektedir. Öğretmenler ve öğrenciler, programın beceri temelli yapısını, özgüven ve farkındalık geliştirmesini ve farklı bakış açıları katmasını olumlu yönler olarak belirtmişlerdir. Programın süresinin kısa ancak iş yükünün ağır olmasını ise olumsuz olarak vurgulamış ve bu doğrultuda önerilerde bulunmuşlardır.

Anahtar Kelimeler: Uluslararası Bakalorya Öğrenen Profili (UBÖP), Uluslararası Bakalorya Diploma Programı (UBDP), UBÖP becerilerinin edinilmesi

Dedicated to *my lovely family*

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LIST OF ABBREVIATIONS

CAS	Creativity Action Service
EE	Extended Essay
IB	International Baccalaureate
IBO	International Baccalaureate Organization
IB PYP	International Baccalaureate Primary Years Programme
IB MYP	International Baccalaureate Middle Years Programme
IBDP	International Baccalaureate Diploma Programme
IBCP	International Baccalaureate Career-related Programme
IBLP	International Baccalaureate Learner Profile
IGCSE	International General Certificate of Secondary Education
ISA	International Studies Association
MoNE	Ministry of National Education
TOK	Theory of Knowledge
YKS	University Entrance Examination in Turkey

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Since World War I, an increased number of mobile families has concretized the importance of international education which is an educational matter of international mobility. Increased family mobility led schools to be responsible for accepting and educating students from diverse origins so that, a need for harmonizing education systems and getting over the discrepancy of the disparity among education systems became more remarkable. In most parts of the world, in order to meet this need, a shift from a program designed for a national community to a program designed for the socio-educational needs of an international community appeared and some schools, usually under the name of international schools, were founded (Renaud, 1974). First school using “international” label in its title was the International School of Geneva, founded in 1924 (Hayden & Thompson, 2013). Since then, the number of international schools has increased incrementally. Brummitt and Keeling (2013) mentioned about International School Consultancy (ISC) Research reporting that numbers of international schools all over the world have grown from 2,584 to 6,400 between 2000 and 2013. According to the latest ISC market data in January 2018, there are 9,306 schools and 5 million students (ISCR, 2018) all over the world that can be explained by the internationalization, which means the total of remarkable changes in education context aiding to increase the number of border-crossing activities (Teichler, 2004).

In recent years, the field of international education has grown and changed in inspiring ways, at which “The Education for All” conference held in Thailand (1990) had a pivot role. In this conference, countries agreed to work on increasing access to education for all children of the world (Piper, Dryden-Peterson, & Kim, 2006). On the other side, in

the second half of the 20th century, as education became to be linked to countries' development; in international education, a new field of practice looking for improvement in living standards by increasing the quality and availability of education emerged (Shields, 2013). So, international education became to be understood more as a "field" rather than a single concept as agreed by Wells (2011).

With the internationalization, not only the number but also the diversity of international schools increased because the international form of education rather than the national one has become more attractive. Although international education has begun as a necessity for mobile students who are unable to access their home education systems, then for some, it has moved into a "sector" providing a form of education superior to existing national education (Hayden & Thompson, 2013). These "non-traditional" international schools were established in the late 20th century for giving a form of education to the local people, different from the available national education system. These kinds of schools are usually seen as a springboard to university entrance and a route to future success in a globalized world since they are usually English medium and offer internationally recognized programs. Due to this rapid growth and increasing diversity, the only common characteristic of all international schools is that they offer a curriculum which is not of the "host country" (Hayden & Thompson, 2013). In other words, international schools may offer a national curriculum outside their home country or an international program, such as the International Baccalaureate.

International Baccalaureate is an internationally accepted pre-university certificate aroused from the need of harmonizing the varying national curricula and teaching methods implemented in the increasing number of international schools all over the world (Peterson, 1987; cited in Hayden & Wong, 1997). In other words, it is an academic curriculum which is appropriate for supporting geographic and cultural mobility; and promoting international understanding (Hayden & Wong, 1997). By providing a common and universal education for the ones who attempt to continue their education in different countries, International Baccalaureate aims to develop students' personal, intellectual, emotional and social skills in order to live, learn and

work in a rapidly globalizing world. In order to achieve these aims, in 1968, a non-profit educational foundation, named also as International Baccalaureate, was founded in Geneva, Switzerland.

The motivation of the foundation comes from the mission that focuses on “creating a better world through education” (IBO, 2018). With this motivation, IB has become widespread all over the world rapidly, even in its first years. In the period of 1970-1974 years, the number of actively participating schools increased from 11 to 27 and the number of candidates from 312 (excluding trial candidates) to 1,080; whereas it reached the number of 3,955 schools and 1,236,000 students in 147 countries at the beginning of this study in 2014. In other words, at 50 years, IB has spread worldwide from 7 schools, 7 programmes at 1968 to 4,786 schools, 6,311 programmes at 2018 (IBO, 2018).

International Baccalaureate, started as a single program (International Baccalaureate Diploma Programme-IBDP) for internationally mobile students studying for university, now it provides four different programs for students aged 3 to 19. These four programs are IB Primary Years Programme (IBPYP) for students of 3 to 12 years of age; IB Middle Years Programme (IBMYP) for students of 11 to 16 years of age; IB Diploma Programme (IBDP) for students of 16 to 19 years of age; and IB Career-related Programme (IBCP) for students of 16 to 19 years of age. IBDP and IBCP both are for the same age groups because IBDP is an assessed program preparing students for the leading universities all over the world; whereas IBCP developed specifically for the ones who prefer to engage in career-related learning (IBO, 2018).

International Baccalaureate Diploma Programme, introduced in the 1970s, aims to prepare students to participate effectively in a rapidly globalizing world. In other words, IBDP aims to make students internationally-minded which can be expressed as “the ability to be better prepared for the 21st century global challenges” (Bhavnani, 2013). In order to achieve this aim, its curriculum includes six groups of lessons that are “studies in language and literature”, “individuals and societies”, “mathematics”, “the arts”, “sciences” and “language acquisition”. Students have the opportunity to

choose courses from these groups according to their interests. In addition to these groups of lessons, there are three more lessons that are compulsory for every student: Extended Essay (EE), Theory of Knowledge (TOK) and Creativity Action Service (CAS). By studying these courses, the program provides opportunity for students to develop themselves physically, emotionally, intellectually and ethically; develop the skills and positive attitudes toward learning; study at least two languages; connect traditional academic disciplines; explore the nature of knowledge; increase their understanding of cultures; take the responsibility for in-depth research by writing extended essay; support their personal and interpersonal development with the help of creativity, action and service; and acquire in-depth knowledge and understanding (IBO, 2018). In other words, all of these courses aim to make students gain ten attributes that are inquirer, knowledgeable, thinkers, communicator, principled, open-minded, caring, risk-takers, balanced, and reflective (see Appendix A), which are parallel with the required skills for the 21st century. The sum of these ten attributes is called International Baccalaureate Learner Profile (IBLP) and it is located in the center of all IB programs.

With the increased internationalization, the number of mobile families and students increased as well. According to the Organisation for Economic Co-operation and Development report (OECD, 2017), “Education at a Glance, 2017”, there were a total of 3,296 thousand international or foreign students in OECD countries. In addition, with the increased globalization, competition for good jobs also increased, which also increased the importance of receiving a quality education. For this reason, as a result of the increase in wealth, many families started to see international school education as a priority in their list for their children because attending to international schools provides opportunities, such as English-medium instruction and attending the world’s top universities (Brummitt & Keeling, 2013). In this regard, the number of international schools or the schools offering international programs continues to expand all over the world in order to provide an opportunity for mobility. ISC Research predicts that there will be 11,331 international schools; 6.2 million students and 529,000 staff by 2022 (Brummitt & Keeling, 2013). For these reasons, IB is worth

exploring and being the oldest and the most spread program, the IBDP attracts more attention. However, analysis of the studies conducted about the IBDP showed that they mostly focused on the views of teachers, students or graduates about the program or comparison of other programs with the IBDP in terms of some topics (like meiosis) or some lessons (like language lessons). In addition, there are also studies focusing on the lessons specific to the IBDP like the Theory of Knowledge (TOK).

It was mentioned in the report of International Baccalaureate Organization (IBO) that there is a need for “close monitoring of trends in global education and their potential influence on the mission of national and international schools” and “further reflection on how to assess the impact of the learner profile on IB World Schools and IB learners...” (IBO, 2013a, p. 14). Similarly, Lineham (2013, p.275) conducted a study examining the extent to which IBDP is effective at delivering the IB mission statement and at the end of this study, he suggested for further studies that “in order to help determine the influence that the program has had on the development of students’ values, it would be helpful to record the stage students have reached in their IBDP studies when invited to share their perceptions on these issues”. Nevertheless, as it can be seen in detailed in the Literature Review section, although there are studies about the effects of the IBDP on developing international understanding, there are rare empirical studies about the IBLP and there are rare or no studies, available to researcher, about the acquisition of the IBLP attributes in Turkey and abroad. In other words, though there is a need for close monitoring of new trends in education and their influences on schools and revealing the influence of the program on development of students’ values, there are limited studies focusing on the whole program. In addition, despite the fact that the IBLP is at the core of the curriculum framework and also parallel with the 21st century learner profile, there are limited studies about the IBLP. Furthermore, most of these studies are not about the acquisition of the attributes although it has crucial importance for assessing the program. For these reasons, this study focuses on the whole program and aims to determine the acquisition of IBLP attributes and the IBDP students’ and teachers’ views on different aspects of the program.

1.2. Purpose of the Study

The purpose of this study is to determine the acquisition of IB learner profile attributes and to explore the IBDP students' and teachers' views on different aspects of the program. Specifically, this study seeks answers to the following research questions:

1. At what level do IBDP students acquire attributes specified in the IB learner profile and do different variables influence the acquisition of IBLP?

1.1. To what extent do the students acquire IB learner profile attributes?

1.2. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of IB years (1st and 2nd year IBDP students)?

1.3. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of gender (girls and boys)?

1.4. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of attendance to pre-IB (preparation class for the IBDP) (attended and non-attended IBDP students)?

1.5. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of attendance to previous IB (Primary and Middle Years) programs (attended and non-attended IBDP students)?

1.6. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of their subject areas (Numerical and Verbal)?

1.7. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of intention to study abroad (intending to study abroad, intending to study in Turkey and undecided)?

2. What are the IBDP students' and teachers' views on different aspects of the IBDP?

1.3. Significance of the Study

With the increased internationalization, the number of mobile families and students increased as well. Similarly, with the increased globalization, competition for good jobs also increased, which also increased the importance of receiving a quality education. For this reason, as a result of the increase in wealth, many families started to see international school education as a priority in their list for their children because attending to international schools provides opportunities, such as English-medium instruction and attending the world's top universities (Brummitt & Keeling, 2013). In this regard, the number of international schools or the schools offering international programs continues to expand all over the world in order to provide an opportunity for mobility. As mentioned before, ISC Research predicts that there will be 11,331 international schools; 6.2 million students and 529,000 staff by 2022 (Brummitt & Keeling, 2013). For these reasons, IB is worth exploring.

Although it was both mentioned in the IBO report (IBO, 2013a) and Lineham (2013)'s study that there is a need for close monitoring of new trends in education and their influences on schools and revealing the influence of the program on development of students' values, there are limited studies focusing on the whole program. In addition, though IBLP is at the core of the curriculum framework and also parallel with the 21st century learner profile, there are limited studies about the IBLP. Furthermore, most of these studies are not about the acquisition of the attributes although it has crucial importance for assessing the program.

Only two studies (Bryant, Walker, & Lee, 2016; Walker, Lee, & Bryant, 2016) were focusing on the measurement of the IBLP, both of which were published after this study was started. In the study of Walker et al. (2016), a questionnaire to measure the IBLP was developed and validated. However, only four attributes of the IBLP were chosen for the measurement, which was also mentioned by them as a limitation. In this study, all the attributes of the IBLP were taken into consideration while developing the scale as suggested by them as well. In addition, "The Acquisition of IBLP Scale" developed for this study was based on the data gathered from the IBDP teachers. In

other words, different than the Walker et al. (2016)'s questionnaire basing on the literature review, "The Acquisition of IBLP Scale" was based on the data collection in the field. For this reason, it is believed that the development of "The Acquisition of IBLP Scale" contributes to the field of international education research by bringing in a new perspective for measuring the acquisition of the IBLP attributes.

The other study focused only on the linkage between IB continuum and student learning attributes, whereas the linkage between varying variables (e.g. gender, IB years, subject areas, etc.) and the IBLP was taken into consideration in this study. Furthermore, with the help of the qualitative part, not only the data for the triangulation of the quantitative part was gathered, but also the IBDP students' and teachers' views on different aspects of the program was revealed.

Turkey is one of the countries being open to mobility as seen from the statistics (e.g. IIE, 1964; OECD, 2015). Even in the 1960s, 1,056 students went to the United States from Turkey, and 41 students came to Turkey from the United States for their tertiary education according to the reports of Institute of International Education (IIE, 1964). According to the OECD report in 2015 (OECD, 2015), the number of foreign students in tertiary education in Turkey was 72 thousand. This explains the rapid growth of the number of schools becoming IB World Schools in Turkey. As also mentioned by Piper et al. (2006), in order to accredit whether successful programs in one context are appropriate in another context, we need to enroll frameworks to measure that success. For this reason, it is important to analyze the situation in a different context. This study also provided the opportunity to analyze the program in the Turkish context.

In conclusion, looking to the whole program and examining the achievements of the program in terms of actualizing the proposed learner profile and revealing the strengths and weaknesses of such a widespread program is important for students, teachers, parents and schools, and those who are planning to adapt the program. Additionally, the study also tried to fill the gap about the IBLP in the literature by considering the different cultural perspectives of the participants. Furthermore, working/nonworking or missing parts of the program in terms of Turkish context was tried to be revealed.

Finally, “The Acquisition of IBLP Scale” including all the attributes of the IBLP was developed, which will help a wide range of stakeholders to measure the outcomes of the program.

1.4. Definition of Terms

Terms used mostly in this study are internationalization, international education, international schools, International Baccalaureate, International Baccalaureate Diploma Programme, International Baccalaureate Learner Profile, and these terms are defined as follows:

Internationalization: One of the best descriptions of internationalization can be that it is the total of considerable changes in the context and inner life of education tending to increase the number of border-crossing activities amidst perseverance of national educational systems (Teichler, 2004).

International Education: Although international education is not a well-defined term in educational literature, it can primarily be seen as an instrument preparing young people in terms of coping with life in an interdependent world (Hayden & Thompson, 1995).

International Schools: International schools can simply be defined as the schools offering a curriculum which is not of the country in which they are located (Hayden & Thompson, 2013).

International Baccalaureate: It is an internationally accepted pre-university certificate indicating a set of qualifications which are appropriate for supporting geographic and cultural mobility; and promoting international understanding (Hayden & Wong, 1997). In order to achieve these aims, in 1968, a non-profit educational foundation, named as International Baccalaureate, was founded in Geneva, Switzerland. The foundation provides four different programmes for students aged 3 to 19. These four programmes are IB Primary Years Programme for students of 3 to 12 years of age; IB Middle Years Programme for students of 11 to 16 years of age; IB

Diploma Programme for students of 16 to 19 years of age; and IB Career-related Programme for students of 16 to 19 years of age.

International Baccalaureate Diploma Programme: It is one of the four programmes offered by IB and prepares students of 16 to 19 years of age, for success in higher education and life after higher education in a global society. In other words, it is an academically challenging and balanced programme with final examinations aiming to address the physical, intellectual, emotional, and social well-being of students (IBO, 2018).

International Baccalaureate Learner Profile: As mentioned in the official website of IB, “IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century”. It represents ten attributes: inquirer, knowledgeable, thinkers, communicator, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes, valued by IB World Schools are believed to be helpful in bringing individuals as responsible members of local, national and global communities (IBO, 2018).

CHAPTER 2

LITERATURE REVIEW

In this chapter, a review of the literature documenting what information had been available previously about international education, international baccalaureate, international baccalaureate diploma program and its implementation in Turkey and related research studies in Turkey and abroad was presented.

2.1. International Education and International Schools

The adjective international literally means activities occurring between nations. However, when it describes education, the meaning is not that much easy to define. Epstein (1992; p. 406; cited in Marshall, 2014) defined international education that it “refers to organized efforts to bring together students, teachers, and scholars from different nations to interact and learn about and from each other”, which was the most related definition to its literal meaning. At its simplest, Marshall (2014) defines it as learning about others. Nevertheless, international education is a term getting its meaning in varying contexts (Hayden & Wong, 1997; Hayden, 2006b), so that it is difficult to define it in a few words. For this reason, Dolby and Rahman (2008) defined international education as an “umbrella term” including many varied definitions.

Since international education is a context related term, it is mostly defined by being related to international schools or to the curricula models (Marshall, 2007). As an example, Jonietz (1991; p. 4) described the aim of the international education as “offering to the international community a high calibre academic programme which focuses on education for global understanding and ends in an internationally recognised diploma”. Another definition of international education done by Hill (1994; p. 8) in the context of international schools is “a frame of mind. Within an international school representing many cultural differences, one can create an environment in which suspicion and hatred disappear: the formal curriculum is a contributing factor, but the

personal contact amongst students and staff is more powerful”. Later on, Hill (2007b) emphasized the ideas of Kieran James who has seen intercultural understanding as a main element of international understanding which is the aim of international education. In addition, international education is defined as a list of criteria from the perspective of the International Baccalaureate, which is a non-profit educational foundation promoting international education. These criteria are listed on the official website of the International Baccalaureate Organization (IBO) as follows:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students’ sense of identity and cultural awareness
- Fostering students’ recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking (IBO, 2018).

Similar to the definition of international education, the roots of it was not certain as well. According to Goormaghtigh (1989; p. 2; cited in Hill, 2007b), the origins of international education date back to the seventeenth century and John Comenius as a universal academy -Collegium Lucis-, which was an international ministry of education, was proposed at these times. On the other hand, Crossley and Watson (2003; cited in Marshall, 2014) credits the historical roots of international education to Cèsar Auguste Basset (1808; cited in Brickman, 2010; p. 47), who wrote in his book about “the usefulness of making observations in foreign countries about education and instruction in general”. One another belief about the beginnings of international education was claimed by Sylvester (2007) that the London Universal Exposition in 1851 was the pioneer for fostering international cooperation. Although another aim of the fair was stimulating trade and industry; hoping all people of the world to live in

harmony, and fostering international cooperation that made the fair one of the pioneers in international education.

Hill (2007b) claims that the roots of international education are inseparably connected with international schools where intercultural understanding is a common aim and it is promoted through students of varying cultures living together in one institutional setting. On the other hand, it is noteworthy to mention the difference between international education and an international school. In other words, they are not inevitably one and the same (Hill, 2016). However, it is obvious that it is important to know the roots of international schools and their definitions in order to better understand the international education.

McKenzie (2012; p. 220) describes international schools as they “are predominantly day schools in large cities, their students are often enrolled from a globally itinerant community, their teachers tend habitually to travel the international circuit, their boards and their heads change regularly, and their academic curriculum is frequently one or more of the programmes of the International Baccalaureate”. Murphy (1991, p.1; cited in Marshall, 2014) defines international schools with the list of common characteristics that are:

- International schools serve the children of those international organizations and multinational companies whose parents are called upon to work in many different countries and to change their assignments at frequent intervals;
- The schools also educate the children of the diplomatic corps;
- They offer educational opportunities to children of host country nationals who want their children to learn English or who prefer the greater flexibility which an international school offers over the national system.

Until recently, another common characteristic of international schools was their teaching staff was mostly not of the country in which they were located as well. However, with the growth and diversification of international schools, this characteristic has changed now. Although all of those criteria and different definitions in varying context elaborate international schools, the simplest and the latest

understanding of it can be the schools offering a curriculum which is not of the country in which they are located (Hayden & Thompson, 2013).

Even though it was believed that the London College of the International Education Society, established in London in 1886 was the first international school by many (Marshall, 2014), it was after the World War I (1914-1918) that there was a rise in international schooling worldwide (Hill, 2007a). After the World War I, increased family mobility led schools to be responsible for accepting and educating students from diverse origins so that in various parts of the world, some schools, usually under the name of international schools, were founded to meet this demand (Renaud, 1974). In the twentieth century, with the establishment of the International School of Peace in Boston and the Odenwald School in Germany in 1910, and then schools in Geneva and Yokohama in 1924, a slow rise began to happen in the number of international schools (Sylvester, 2007). However, some consider the International School in Geneva to be the first (using the international label in its title (Hayden & Thompson, 2013) and longest-surviving international school (Hill, 2012; cited in Marshall, 2014). After that time, international schools have become widespread all over the world. Accordingly, as they gained popularity, different kinds of international schools with various aims started to be founded.

Hill (2006) describes two types of international schools. First type bases on the idea that international schools are culturally diverse environments in which any nationality significantly dominating the others. These schools are mostly private, independent and teach an international program, mostly in English, as many of them were established to service internationally mobile families. The second type offers national education programs in addition to international education. There are a considerable amount of schools using the “international” label in their names but only in reality they offer one or more national program to harmonize students mostly from a certain nation.

Hayden and Thompson (2013) define three kinds of international schools that are “traditional”, “ideological” and “non-traditional”. Firstly, “traditional” international schools established in order to provide education for globally mobile families for

whom the local education system is not appropriate. “Ideological” international schools, as understood from its name, established on the ideological basis which is bringing together young people all over the world in order to be educated with a view promoting global understanding and peace. Finally, “non-traditional” international schools were established in the late 20th century for giving a form of education to the local people that is different from the available national education system. These kinds of schools are usually seen as a springboard to university entrance and a route to future success in a globalized world since they are usually English medium and offer internationally recognized programs like IB.

Finally, Thompson (1998; cited in Marshall, 2014) categorizes international schools in terms of their curricula. International schools can “export”, “adapt”, “integrate” or “create” curricula. The ones “exporting” curricula follow a national curriculum and nationally-based exams like American Advanced Placement (AP) with a little modification to their context. In other words, the curriculum content of the “host country” is notable to students, teachers, and parents from the “home” country. The second group, “adapt” national curricula to the international school context; such as the International General Certificate of Secondary Education (IGCSE). Other schools deliver “integrated” curricula like the European Baccalaureate (EB) or the International Baccalaureate Diploma Programme (IBDP). This happens when good examples from different successful curricula are brought together and compose a curriculum which may be operated in varying systems and countries. Finally, the “created” curriculum is the one which was generated from the first principles in the development of a totally new program of study. The International Baccalaureate, followed by many international schools and some national ones, is a good example of this type.

2.2. International Baccalaureate

International Baccalaureate is a set of pre-university qualifications, accepted internationally and aiming to provide an appropriate academic curriculum; support geographic and cultural mobility; and promote international understanding (Hayden &

Wong, 1997). In 1925, the International School of Geneva suggested to develop an internationally recognized entrance examination but then by 1962, the same school organized the first small conference in order to take the idea forward and referred to an “international baccalaureate” (Peterson, 1987; cited in Hayden, 2006a; Thompson, Hayden, & Cambridge, 2003; p. 39) summarizes research results suggesting a baccalaureate-style curriculum model to have the following characteristics:

- It is a curriculum or programme of study for upper secondary education which may be used as a school-leaving examination.
- It may be used as a qualification for admission to higher education, for entry into employment, and as a foundation for learning throughout life.
- It is a programme of study which constitutes a broad and balanced curriculum.
- It contains a compulsory core element offering learners a common experience, in addition to optional or elective elements.

Later on, a non-profit educational foundation named as IB was also founded in Geneva, Switzerland in 1968. The aim of the organization is developing caring, inquiring, knowledgeable young people helping to create more peaceful and a better world with the help of intercultural understanding and respect. In order to achieve these goals, IB works with international organizations, governments, and schools for developing challenging programs of international education. These programs motivate students worldwide to become compassionate, active and lifelong learners with intercultural understanding and respect. Intercultural understanding and respect are promoted not as an alternative to national and cultural identity, rather as a necessary part of life in the 21st century (IBO, 2018).

IB offers a coherent and broad-based international curriculum within a concept of an educational continuum with four different programs from early childhood to pre-university age which are;

1. *The IB Primary Years Programme (PYP)* is a program introduced in 1997 and offered for the students aged 3 to 12. It focuses on developing learners as inquirers not only in the classroom but also in the world outside.

2. *The IB Middle Years Programme (MYP)*, introduced in 1994, is the program for students aged between 11 and 16 providing a framework of academic challenge which encourages students to understand traditional subjects and real-world connections and become reflective and critical thinkers.

3. *The IB Diploma Programme (DP)* is the oldest (introduced in 1968) and the most widespread program of IB, which is for the students aged between 16 and 19. It is a balanced and academically challenging program of international education, which aims to develop successful students at university and beyond.

4. *The IB Career-related Programme (CP)* is the newest program of IB introduced in 2012 for the students aged 16 to 19. The program provides career-related learning incorporating the vision and educational principles of all IB programs (IBO, 2018).

As mentioned before, the rapidly globalizing world takes attention more and more to IB programs so that these programs become more spread all over the world every year. First offered in 1997, PYP is implemented in 1654 schools; first offered in 1994, MYP is now implemented in 1485 schools and first offered in 1968, DP is now implemented in 3331 schools all over the world. Similarly, DP is the most spread program also in Turkey with 45 schools; whereas there are 29 schools implementing PYP and 13 schools MYP by May, 2018 (IBO, 2018).

2.2.1. International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IBDP), being decided by the International Studies Association (ISA) in 1962, at the beginning was a curriculum service to provide to international secondary schools (Hill, 2007a). It was introduced in the 1970s and firstly offered in international schools. Being an international program originally designed for the needs of children of expatriates, the initial aim was to give international education to the children of business people, diplomats, those in the armies and other expatriates living abroad based on a rigorous curriculum that enables them to gain opportunity for entering to universities in their home countries or in other

countries. However, recently, it has spread throughout the world and started to be offered also in public schools as well as private or independent sectors (Tilke, 2011).

Alec Peterson (1987, p. 34; cited in Hayden, 2006a), who had a substantial role in the development of the IBDP, explained the original aims of the program as:

In terms of aims, we were seeking to design a genuinely international curriculum to meet all the various needs of those sixteen to eighteen year olds in international schools who were seeking entry to different forms of higher education all over the world. We believed that these needs and interests included the moral, aesthetic and practical education of the whole person and thus extended far beyond the purely intellectual and academic preparation normally sanctioned by university entrance examinations.

Today, the IBDP is preparing students to be successful both in higher education and real-life in a global society. It is a balanced and academically challenging program with final examinations and it is designed to address the physical, emotional, social and intellectual well-being of learners aged between 16 and 19. According to Hayden (2006a), IBDP represents a broad and balanced curriculum with a compulsory core and optional elements, as presented diagrammatically in Figure 2.1.

The other benefits of the IBDP can be summarized as it prepares students to participate effectively in a rapidly globalizing world since they develop themselves physically, emotionally, intellectually and ethically; develop the skills and positive attitudes toward learning; study at least two languages; connect traditional academic disciplines; explore the nature of knowledge; increase their understanding of cultures; take the responsibility for in-depth research by writing extended essay; support their personal and interpersonal development with the help of creativity, action and service; and acquire in-depth knowledge and understanding by studying courses from varying subject groups which are “studies in language and literature”, “individuals and societies”, “mathematics”, “the arts”, “sciences” and “language acquisition” (IBO, 2018).



Figure 2.1. IBDP Curriculum Framework

As seen in Figure 2.1., the outer cycle includes the IBDP and international-mindedness encircling all of the inner cycles. This is because, international education is tightly linked with international-mindedness (Cambridge, 2012) and international-mindedness is the outcome of a successful international education (Hill, 2012). In order to achieve this general aim, a cycle with six groups of subjects, which are “studies in language and literature”, “individuals and societies”, “mathematics”, “the arts”, “sciences” and “language acquisition” takes place in the program. Then comes the core elements of the program that are theory of knowledge, extended essay and creativity, action, and service. As the IBDP curriculum is designed to perform the proposed learner profile including ten attributes to be acquired, it is at the center of the cycle and approaches to teaching and learning takes place at the outer cycle of IB learner profile to achieve this aim.

To start with the international-mindedness, it can be described as a world view in which individuals see themselves related to the global community and take a sense of responsibility to the members of this community. Additionally, it is a consciousness of the interrelatedness of all people from all nations and understanding of the complex structure of these relationships. In other words, internationally-minded people value cultural diversity and try to learn more about these cultures (IBO, 2018).

In the IBDP, the six groups of lessons are “studies in language and literature”, “individuals and societies”, “mathematics”, “the arts”, “sciences” and “language acquisition”. Studies in language and literature require students to study at least one of the three courses which are “Language A: literature”, “Language A: language and literature” and “Literature and performance”. Individuals and societies group includes lessons like business management, economics, geography, global politics, information technology in a global society, history, philosophy, world religions, social and cultural anthropology. Students have to choose at least one of the four mathematics courses which are mathematical studies standard level; mathematics SL; mathematics higher level; further mathematics higher level. In order for students to understand the dynamic nature of the arts, students may choose one of the five subjects (dance, music, film, theatre, visual arts) at standard or higher level. However, students have the opportunity to study an additional lesson from sciences, languages courses or individuals and societies rather than a course in the arts. In sciences, students have to choose one of the six courses which are biology, chemistry, physics, computer sciences, design technology, sports, exercise, and health science. In language acquisition, students required to study at least one of the subjects in modern languages (language ab initio, Language B) or classical languages (Latin or Classical Greek) (IBO, 2018). Due to the flexibility provided by the program, although the subject areas are the same for all schools, courses offered by schools will change from school to school.

The three core elements of the IBDP are theory of knowledge, extended essay, and creativity, action, service. Theory of knowledge (TOK) is a mandatory course for all students in which they learn to “reflect on the nature of knowledge, and on how we know what we claim to know”. The extended essay is also mandatory for all students

but it is an independent and self-directed piece of research. Finally, in creativity, action and service (CAS), students complete a project about those three concepts. It requires students to participate in different activities and projects involving personal challenge; real and purposeful activities including significant outcomes; thoughtful consideration and reflection on personal learning and outcomes (IBO, 2018).

Finally, at the center of the curriculum, there is the learner profile which describes a wide range of human responsibilities and capacities for going beyond academic success. Like all other IB programs, the IBDP is also committed to the development of students consistent with the IB learner profile. In other words, according to the IB learner profile, the IBDP aims to develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (IBO, 2018).

2.2.2. International Baccalaureate Diploma Programme in Turkey

In Turkey, the first school was authorized by IB in 1994 and the MoNE Board of Education approved the International Baccalaureate Diploma Programme for the first time in 1996. Recently (by May, 2018), the IBDP is offered in 45 schools at ten cities in Turkey, as seen in Table 2.1. (IBO, 2018). Only three of these schools are state schools and only three others have “international” label in their names. In addition, most of the schools (n=35) implement only Diploma Programme, whereas only five of them implement the IB continuum. The oldest schools implementing IBDP are Koç School authorized in February 1994, followed by Eyüboğlu High School authorized in January 1995 and British International School authorized in December 1995, all of which are in Istanbul.

Table 2.1.

Characteristics of IBDP Schools in Turkey

<i>By City</i>	<i>Total # of Schools</i>
İstanbul	24
Ankara	11
Kocaeli	2
İzmir	2
Bursa	1
Gaziantep	1
Mersin	1
Bodrum	1
Edirne	1
Erzurum	1
<i>By Funding</i>	
Private	42
State	3
<i>By IB Programs</i>	
Only IBDP	35
IB Continuum	5
IBDP and PYP	4
IBDP and MYP	1

Most of the schools offer the IBDP in addition to the national curriculum; whereas there are some exceptions like laboratory or international schools. In these schools, a combination of different curricula was implemented basing on different regulations accepted by the MoNE. In laboratory schools, the IBDP is compulsory for all students and students have to complete the program with success and get a diploma in order to get the MoNE diploma as well. In other words, the program admission and graduation is mandatory for getting the National Diploma as well so that all the students are attending the program obligatorily. For this reason, they prepare their own programs for each course according to the assize dated 30.05.2014 (no: 43) and named as “Course Schedule for Schools Implementing International Baccalaureate Programs” by considering the requirements of the international programs and the national programs. Because of that, teachers at these schools call their school as “IB World Schools”, whereas they call other schools as “schools making IB” although there is no differentiation like that at IB documents. The IB names all the accredited schools as “IB World Schools”.

Additionally, according to this assize, with the courses offered at the English preparatory class and 9th grade, students will be prepared to the IBDP; which is called pre-IB classrooms by the schools. Then, the courses offered by the IBDP and the courses at the National Program (accepted by the Board of Education and Discipline, 20.07.2010, no: 76) are applied together to the students who will enter to the IBDP exams at November at the 10th and 11th grades, and to the ones who will enter to the IBDP exams at May at the 11th and 12th grades. Furthermore, Turkish, language and expression, Turkish literature and Turkish culture courses will be given in Turkish and the other IBDP courses will be given in English. Schools implementing the IBDP choose the courses from the schedule, suggested by the Board of Education and Discipline, according to the appropriateness of it to their schedule and offer them for two years. If the required number of course hours for the IBDP is not completed by the common courses, these course hours will be completed by the elective courses. Finally, study groups will be offered to the students entering the IBDP exams at May and November up to 6 hours in order them to get prepared for the exams (MoNE, 06.05.2011, no: 45).

On the other hand, as mentioned before most of the schools implement both the IBDP and the National Program concurrently and students have to meet the requirements of both programs. In order to accommodate both programs, schools need to make some adjustments like adding extra hours of teaching, using different teaching methods and using different assessment strategies (Sagun, 2016). More specifically, although there are no requirements mentioned by the IBDP to be involved in the program, it is needed to be good at foreign languages (mostly in English) in Turkey for the program admission due to the English medium education. In Turkey, only “Language A1” and “Social Sciences Studies” courses are in Turkish, as mentioned before. For the other subject areas, students are assessed internally and externally in English. Although the subject areas are the same for all schools implementing the program, courses offered by the schools change from school to school especially for the areas specific to the program like “individuals and societies”. For example, some courses offered in Turkey are Economics, Social Anthropology, Turkey in 20th Century at the area of

“individuals and societies”; Environment Systems and Society, Design Technology at the area of “sciences” and Visual Arts and Theatre at the area of “the arts”.

In addition, students' being volunteer is also a criterion for program admission as the program causes additional requirements and intense work (Çam-Aktaş, 2013). All the students who think that they can handle the intense work and satisfy the admission requirements of that school (like grades and English competency) have the opportunity for the admission. However, since there is a highly competitive university entrance exam in Turkey, most of the students need to take additional tutoring after school or at weekends. So, students attending to the IBDP have to work for all three of the National Program, the IBDP and the tutoring (Sagun, 2016); which really causes an intense work on students. For this reason, different than the laboratory schools, students in other schools have opportunity to give up the program and continue with the national curriculum when they want or they prefer not to begin to the program after completing the pre-IB classrooms. These pre-IB classrooms provide an opportunity to the students for getting used to the IBDP and English medium education and if it is seen that the students cannot cope with the program, precautions are taken earlier. Because of that, the drop rates of these schools are very high due to the intensive workload of attending to both of the programs together. Finally, although the IBDP is a program for the grade levels of 11 and 12, at some schools in Turkey it is started to be implemented at the 10th grade due to the IBDP exam time (November) and the National university entrance examination. This is because there is no opportunity to be accepted to a university in Turkey directly via the IBDP diploma currently. However, some universities in Turkey, such as Bilkent, Sabancı and Koç, accept the students graduated from the IBDP according to their diploma grade although they also have to take university entrance examination due to the regulations mentioned in Higher Education Law (No:2547). In addition, some private and non-profit foundation universities provide the opportunity of varying amounts of scholarships; having a double major; and transferring from one department to another to the IBDP students basing on their diploma grades (Sagun, 2016).

2.2.3. International Baccalaureate Learner Profile

The International Baccalaureate Learner Profile is defined by IB as “the set of [ten] learning outcomes for the twenty-first century that are promoted by IBDP pedagogical practices and the content of the IBDP curriculum” (Wright & Lee, 2014, p. 154). Another definition taking part at the IB website is that it is “the IB mission statement translated into a set of learning outcomes for the 21st century” (IBO, 2018). So that, it can be defined as a set of attributes that learners are expected to acquire through the IB programs that “aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IBO, 2018).

The IBLP began as the “student profile” in the first version of the IB PYP (IB, 2002). However, later the value of it was recognized and it was expanded to the IB Continuum (IB, 2009) and renamed as the International Baccalaureate Learner Profile. In 2005, after a series of discussions and workings, it was explored how best to understand and formulate the programmes’ common educational values basing on the IB’s mission, directing to the IBLP with only minor revisions from the PYP student profile. The IBLP booklet was first published in 2006 and renamed in 2009. Now, it has become a trusted expression of core values for many IB World Schools (IBO, 2013a). So that, it is an education ideology which focuses on creating an “ideal man” for society or more appropriately ideal learner in the IB community, and it is also a philosophy of education by itself. Because of that, it is iconic of IB and later on, it has become a significant brand for IB (Walker, Lee, & Panjwani, 2014).

In order to create the ideal learner, it is important to better understand the requirements of it. In general, the ideal learner as from the IBLP can be classified into the following (Walker et al., 2014, p.7-8):

1. A learning being (inquirer, open-minded, knowledgeable) with intrinsic enthusiasm to learn (as an open-minded inquirer) as a necessary learning motivation, and becoming knowledgeable as a necessary outcome.

2. A social being (caring, communicator) who cares about others, and who would seek to share what he/she has learned or knows—to be a good communicator, the learner must understand others and seek to tune into a wavelength that achieves effective communication.
3. An action being (risk taker) who applies knowledge to action and seeks to go the extra mile to blaze a trail both in learning and in action, and who is willing to risk uncertainties in the process of learning and action.
4. A wisdom seeker (thinking, reflective) who strives to think, reflect, and go beyond information and knowledge, seeking to rise above understanding, interpretation and conceptualization.
5. A principled being (principled) who would convert all their learning and experience into principles—upholding those principles, feeling proud of them and unafraid of being different from others who hold different views or beliefs.
6. A balanced being that intellectually, physically, socially, and emotionally combines the above attributes.

From these requirements, ten attributes of the IBLP were set to be inquirer, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Although it was not directly written in the IBLP, international-mindedness can penetrate into the elaboration and interpretation of different aspects of the LP (Walker et al., 2014). In other words, international-mindedness also takes place at most of the LP attributes' explanations though it is not directly written as an attribute.

The ten attributes making up the IBLP have been categorized differently according to their functions considered. When it is first published, IBO (2008) grouped the attributes under two categories that are “cognitive competencies” and “dispositions and attitudes”. Later, Walker (2010) categorized ten attributes under three headings that are “active participation of the learner”, “personal responsibility of the learner” and “moral development of the learner”. Lately, Singh and Qi (2013) claimed that being a competent communicator, knowledgeable and open-minded are requirements of being internationally minded. However, they added that these cannot happen without embodying the other seven attributes, which are grouped under two categories: “cognitive competence” and “disposition”. These categories and the attributes under these categories are summarized in Table 2.2.

Table 2.2.

Grouping of the Functions of IBLP Attributes

<i>Source</i>	<i>Categories</i>	<i>Attributes</i>
IBO (2008)	Cognitive competencies	Inquirers Knowledgeable Thinkers Communicators Reflective
	Dispositions and attitudes	Principled Open-minded Caring Balanced Risk-takers
Walker (2010)	Active participation of the learner	Inquirers Communicators Risk-takers
	Personal responsibility of the learner	Thinkers Knowledgeable Balanced Reflective
	Moral development of the learner	Principled Caring Open-minded
Singh and Qi (2013)	Cognitive competence	Inquirers Thinkers Reflective
	Disposition	Principled Caring Balanced Risk-takers

In addition to these, Bullock (2011) made a systematic literature review in order to connect the LP attributes to developmental and learning theories and develop a theoretical rationale for it. As her grouping is more systematic and more used by other researchers (e.g. Walker et al., 2016) while developing IBLP questionnaires, it needs to be explained in detailed. She grouped ten attributes into the four learning themes that are “cognitive/intellectual”, “conative/personal”, “affective/emotional” and “cultural/social” as seen at Figure 2.2. The “cognitive/intellectual” theme is linked to the process of knowledge acquisition and comprises knowledgeable, thinkers and reflective attributes. The “conative/personal” theme is linked to the motivational theory and comprises inquirers and principled attributes. The “affective/emotional” theme is linked to the social development theory and comprises caring, risk-takers and

balanced attributes. Finally, the “cultural/social” theme is linked to the social constructivist theory and comprises communicators and open-minded attributes.

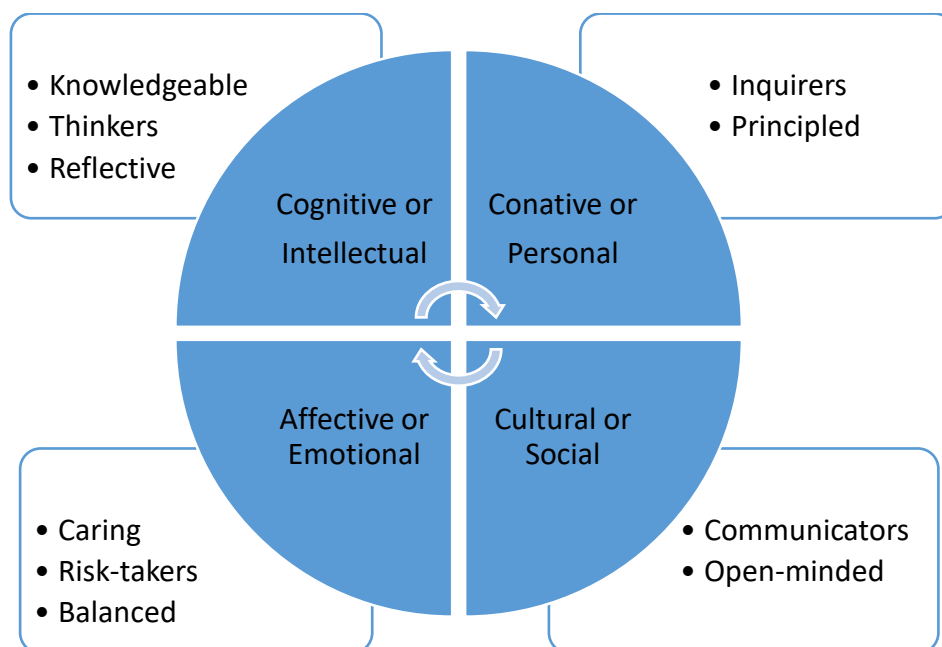


Figure 2.2. Bullock’s (2011) Categorization of the IBLP Attributes

The same as the all other IB curriculum elements, the IBLP has a formal review cycle guided by net standards and practices. After 15 years of implementation in IB World Schools with only minor revisions from the PYP student profile, in 2012, a review began in order to “respect schools’ investment in the IBLP, while remaining open to the possibility of change” (IBO, 2013a, p.1). For the review, resources for the reflection of school leaders, teachers, and older students was published on the online curriculum centre; a total of six global focus groups were conducted with a variety of stakeholders like heads of schools or IB personnel and curriculum managers; focus discussions were conducted at IB annual region conference and IB Global Centre staff meetings for gathering information about the IB community’s perception of the learner profile; an online survey, linguistic focus groups, and a think tank were convened to better understand the learner profile, its role as the “IB mission in action” and its future development. The results of the online survey revealed the following results (IBO, 2013a, p.5-8):

1. The IBLP should be subject to regular review.
2. The IB community is largely satisfied with the learner profile, both its list of ten attributes and the descriptors which further explain them.
3. When offered an opportunity to add an attribute to the learner profile, respondents offered 138 suggestions, several of which already stand in the learner profile descriptors. Some mostly mentioned ones are active, adaptable, collaborative, committed, creative, determined, innovative, persistent, resilient, resourceful, respectful and responsible.
4. In terms of effectiveness, respondents identified classroom practice, assessment and reporting, and student action as areas of higher impact for the LP.
5. Respondents identified international-mindedness and programme coherence as areas in which it is possible to improve the IB community's understanding and implementation of the LP.

Similarly, focus group analysis showed high degrees of alignment between the LP and the IB mission and there is general satisfaction with the document. In addition, it was found that open-mindedness is considered as the most essential quality required for the success in IB programs, education, and increasingly global world. Parallel with the online survey results, focus group results also showed that suggestion terms for the LP centers around the idea of resilience/determination/perseverance and creative/future-based problem-solving (being resourceful). For this reason, the reviewers resulted that two values that could be missing from the LP can be resilience and resourcefulness (IBO, 2013a).

After the revision process of the IBLP, it was decided to change the descriptors from third-person plural pronouns (“they” and “their”) with first-person plural pronouns (“we” and “our”) in order to highlight the inclusive nature of the IB programmes; take attention to the importance of learning communities and reflect the social constructivist educational philosophy of the IB. At the final version of the IBLP, the attributes and their descriptors are as follows (IBO, 2013b):

Inquirer: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives -intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Finally, although the results of the review suggested adding the resilience and resourcefulness to the attributes, it is seen that the final version of the IBLP has not included them yet.

2.3. Research on International Baccalaureate Diploma Programme

Since the early years of IBDP, it has attracted the attention of researchers. With the worldwide growth of the program, it became more necessary to make research on it in order to determine the ideas of the stakeholders and the strengths and weaknesses of the program from their perspectives. The first study about the program was conducted

by IBO in the 1970s in order to find out the stakeholders' opinions about the program. Data of the study was gathered from participating schools, students and university professors of the first IBDP graduates. Results of the study showed that participating schools are mostly happy to implement the program. For example, The British School mentioned that all their staff taking part in the IBDP preparation has been enthusiastic over the IBDP project and its suitability for the particular needs of their students. Similarly, the International School of Ibadan emphasized that in terms of exams, the IBDP is the most efficient one when compared to the other exams. Parallel with these, students also mentioned positive feelings about the IBDP. One student from Hong Kong explained his experience as a "highly enlightening exploration", whereas another student from Greece mentioned that the IBDP opened up a new world for him. University professors also mentioned positive opinions about the IBDP. A law professor stated that the IBDP provides a very good background for reading law, and a mathematics professor mentioned that for any mathematics degree, IBDP higher-level mathematics is a fine preparation (Renaud, 1974).

After the IBDP became widespread all over the world, studies about its effectiveness, opinions about it, lessons and requirements of it have become more evident. For example, a study conducted by Taylor and Porath (2006) was aimed to reveal the IBDP graduates' perspectives about the program. A survey of 4-point scale with 20 statements and 7 open-ended questions was used to gather data from the IBDP graduates who were in a position to reflect their experiences and assess the IBDP. Results of the study showed that graduates had positive experiences in the program and they emphasized the advantages of the IBDP in terms of its rich curriculum, developing critical thinking and time management skills. In addition, they mentioned that the IBDP experience they had prepared them well for their post-secondary studies.

In addition, there are also studies comparing two programs (either national programs and IBDP or other International Programs and IBDP) in order to see the similarities and differences. Some of these studies showed no significant difference between the programs whereas, in some others, IBDP students showed more positive attitudes towards school. For instance, Hinrich (2003) conducted a quasi-experimental study in

order to compare the international understanding of IBDP and Advanced Placement (AP) program students. Results of the study showed that although there was not a significant difference between these students based on data obtained from the survey questionnaire, 89% of the IBDP students mentioned that their program enhance their international understanding, and 76% of the AP students reported similar aspects, showing that there is not a significant difference between these programs in terms of enhancing international understanding. Similarly, Göçmen (2010) used the same survey in Turkey to reveal the contribution of the IBDP in developing international understanding. The study was conducted with 100 IBDP and 100 National Program students and the results showed that there is not a significant difference between the IBDP and the National Program students although the IBDP students made more comprehensive definitions of international understanding and reflected both their own perspectives and international perspectives while making these definitions.

On the other hand, about the school perceptions, a study conducted by Shaunessy, Suldo, Hardesty, and Shaffer (2006) with 122 IBDP and 176 general education students in the same school showed that the IBDP students reported more positive understandings of school climate and had higher grade point averages (GPA) and academic self-efficacy. Similarly, the doctoral thesis of Blake (2012) examining the effects of the IBDP on the student achievement showed that the IBDP students gained significantly higher levels of achievement in reading, science, and English. In addition, they rated their schools' educational programs' overall quality significantly higher than their non-IBDP classmates. Parallel with these, Gültekin (2006) conducted a study with 132 IBDP and 550 National Program students in order to reveal the difference between them based on general cumulative and university entrance exam scores. In order to test whether there is a significant difference between the IBDP and the National Program graduates in terms of High School Diploma Grades and university entrance exam scores, two-way MANOVA was conducted. In addition, Pearson correlation coefficient was used to reveal the relationship between these two and the results showed that the IBDP is more effective in increasing the student achievements both in general cumulative and in university entrance exam scores.

Moreover, Ateşkan, Onur, Sagun, Sands, and Çorlu (2014) conducted a multidimensional (three-section) study to reveal not only the alignment between the IBDP and the MoNE high school programs in Turkey but also the effects of these two programs on the graduates' later achievement at university. For the first section, the written curriculum of the IBDP and MoNE were examined in terms of their scholastic and non-scholastic alignments and it was found that in general, the IBDP is more balanced than the MoNE program. For the second phase, 385 IBDP and 376 non-IBDP graduates' scores (studying at four Turkish universities) in the Turkish university entrance exams were compared. At the final section, IBDP and non-IBDP graduates' perceptions of preparedness for university life were compared in terms of critical thinking skills, time management skills, academic preparation and sense of belonging and the results of the quantitative data showed no significant difference between the groups in these aspects. On the other hand, analysis of the qualitative data gathered via the focus group interviews revealed that IBDP graduates in Turkey seemed themselves better prepared for the university life and at building on previous high school experience in order to succeed at university than non-IBDP graduates.

Furthermore, there are also studies comparing other programs with the IBDP in terms of specific topics and some lessons. For example, Yılmaz (2005) conducted a study on comparing high school biology curricula (1-3 grades) of the MoNE and the IBDP. The results showed that the IBDP curricula is more student-centered and motivates students more about learning nature of science. In addition, scientific methods used in the IBDP are better than the MoNE curricula. Similarly, İnanç-Gök (2012) compared one mostly used IBDP biology textbook with MoNE biology textbook in terms of cellular respiration and photosynthesis topics with regard to content, presentation, and learning strategies. The results showed that although MoNE biology textbook had more comprehensive content, it is lack of some important topics since it included many details that were not appropriate for students' levels. Moreover, it was also found that MoNE biology textbooks were richer in terms of experiments, student-centered activities (opposing the findings of Yılmaz, 2005) and real-life connections whereas IBDP textbook is richer in terms of technology. Finally, Çam-Aktaş's (2013) study

about the comparison of native language teaching courses in IBDP and national program in terms of critical thinking skills, it was revealed that Language A1 lesson in IBDP gives more attention to critical thinking skills than national program lessons.

2.3.1. Research on International Baccalaureate Learner Profile

Although the number is limited, there are studies about the IB mission statement or the IB learner profile (IBLP) as well. For example, Lineham (2013) conducted a case study to examine the extent to which the IBDP is effective at delivering the IB mission statement. The study was designed as mixed-methods research with an exploratory sequential design. Interviews were conducted with 18 students and then the data were triangulated using 34 questionnaires completed by all the IBDP students in that school. The results of the student interviews revealed that the IB mission statement is not highly visible to the students as the students have a rough idea of it. However, they had a greater familiarity with the learner profile. In addition, the main reasons for choosing the IBDP were found to be the global currency of the diploma and the comprehensiveness of the program offered. Finally, the results of the student interviews and questionnaires showed that the values of the students were moving towards the ones expressed in the IB mission statement.

There are also studies reviewing the IBLP in terms of the relationship between IBLP and other issues like moral education, balance, and international mindedness. For example, Wells (2011) wrote a critical review article of the way of the IB promoting international education and international-mindedness via the IBLP. In the article, it is acknowledged the IB's process of providing support to the schools in terms of delivering the LP and it was aimed to contribute to this discussion by analyzing how best that might be done. Similarly, in his article, van Oord (2013) analyzed elements of moral education in IB educational programmes by referencing the IBLP. In the article, an alternative perspective to the arguments of the learner profile ground was sketched. In his article, Allen (2013) reviewed the international research on teachers' self-care and proposed an alternative approach by focusing on balance attribute of the

IBLP. Lastly, Sovis and Pancost (2017) wrote a critical review of the IBDP as a social justice framework by considering the English language arts classroom.

There are also studies examining the IBLP from the directors' and teachers' perspectives. For instance, Gardner-McTaggart (2018) conducted an interpretive study to explore the IB directors' usage of the IBLP in leadership by employing critical phenomenology aspect through the IBLP and Global Citizenship Education (GCE) lens. The study was a multiphase study continued over two years and the data sets were consisted of emailed pre-interviews, participant observation and unstructured interviews with six IB directors. The results showed that only one of the directors used the IBLP in leadership. Further analysis through Bourdieu revealed that IB directors had higher devotedness to GCE through their religious values. Similarly, Jones (2014) conducted a cross-sectional, web-based survey study in order to reveal how the LP is implemented from teachers' perspectives. The sample of the study was all IB teachers in a Canadian province and the data were analyzed by descriptive statistics and chi-square tests. The results showed that teachers implement the attributes of the IBLP to varying degrees and there is a need for professional development regarding learner profile implementation.

Moreover, Poole (2017) conducted a single case study for exploring how an expatriate IBDP art teacher interpreted and implemented the IBLP. The data were gathered by both interviews with the teacher and artifacts of the teacher (teacher's visual representation of the IBLP). The findings of the study challenged the idea that the IBLP employs a regulatory force on the behaviors of teachers by revealing that the teacher not only remolds the profile due to her beliefs in terms of teaching and learning but also resisted her perception of underlying patriarchal and westernizing discourses. Results suggest that the notion of a regulatory discourse should concentrate on both the profile as text and also on "the lived profile" as called by the researcher.

In addition, Weiss (2013) conducted a descriptive case study with 24 participants to determine the perspectives of teachers on the attributes of the IBLP. Semi-structured interviews and a survey were used to gather data from 39 teachers working at a school.

Frequency analysis was used to determine the perspectives of teachers on the clarity of and the strategies used for assessing the learner profile attributes and the classification of the learner profile attributes into four given categories. The results showed that teachers perceived “caring” as the clearest attribute to assess, whereas “balanced” as the most unclear. It was also found that there were five common themes as underlying reasons for teachers’ perceiving certain learner profile attributes to be more difficult or unclear in terms of assessment. These themes were “subjectivity due to the abstract nature of certain attributes”, “artificial results”, attributes that are “unable to be observed”, and finally, “personal”, and “cultural” elements. Moreover, it was found that teachers had varying understanding in terms of classification of ten attributes among themselves and compared to the classification of Bullock (2011).

Wells (2016) also studied the reflections of IB MYP and DP students on the attributes of the IBLP and the extent to which these attributes can contribute to the students’ international mindedness in his doctoral thesis. In order to evoke students’ opinion about to what extent they had equal command of varying attributes and if they had varying abilities, if they were searching for improving their command of the attributes and in their thoughts, who could help them to do this, a questionnaire and semi-structured interview were used. It was also aimed to reveal that if the students believed in the effect of the attributes of the IB learner profile to be internationally minded. The results showed that most of the students think that they have varying degrees of command of the attributes and they believe in the necessity of developing the ones, they feel less proficient. In addition, they believe that they gain attributes partly at school, but also themselves, their parents and others have an effect on this. Although they think that they are similar to the students studying at other schools (not offering the IB) in terms of character, they think they are somewhat different academically. Finally, they also believed that the IBLP, especially the “open-minded” and “communicator” attributes, help them to be internationally minded.

There are also studies focusing on the relationship between varying applications and the IBLP in the Primary Years Programme (PYP). For example, Medwell, Cooker, Bailey, and Winchip (2017) made a project basing on mixed methods research to

explore the impact of the PYP exhibition on the development of IBLP attributes, international mindedness, and critical thinking. The data were based on the self-report measures (interview and survey) of school leaders, coordinators, classroom teachers, parents and students from seven schools in five countries (Kenya, China, Russia, Mexico, and the UK). Results of the project revealed that the PYP exhibition was a pivotal and valuable experience in participants' lives. All the interviewees including mentors, teachers, parents, and students mentioned that the exhibition concretized the values of the PYP and provided opportunities for students to develop and display the IBLP attributes. Similarly, Wright (2017) conducted a study on creating an interactive read-aloud curriculum for K-2 students in the IBPYP for discovering the IBLP. The results of the study showed that the goal of creating an interactive read-aloud curriculum for PYP students to understand the IBLP was met. In other words, with the help of these sample activities, teachers can guide students to specify and appreciate the different IBLP attributes.

Moreover, some studies focus on the cases or the comparison of the IBLP implementation, adaptation, outcomes or impact at different countries. For instance, Rizvi, Acquaro, Quay, Sallis, Savage, and Sobhani (2014) wrote a report on a comparative study of implementation, adaptation, and outcomes of the IBLP in India, Australia and Hong Kong. The data were gathered from students, teachers, and administrators from nine schools, three each in these countries. The data collection included both exploratory survey and individual and focus group interviews. The results showed that although most of the teachers and students are supportive of the IBLP concept, their opinions about its purpose vary a lot. The differences in understanding of the LP between national and international teachers, and teachers with and without previous IB experience (PYP or MYP) are found to be markable. In addition, though students with previous IB experience (PYP or MYP) speak about the LP confidently, students started to the IB at the DP level are not familiar with the role of LP in their education.

Likewise, a research report prepared for the IBO (2014) examined the implementation and impact of the LP in different high school types in the United States. The data of

this in-depth case studies were gathered via individual and focus interviews with students, teachers, and administrators at a parochial high school, an international studies public school and three public comprehensive high schools. In addition, student surveys for measuring student achievement and implementation were also administered. The findings of the study revealed that there is a similarity in the LP's definition and interpretation across the schools and aspects of the LP were included in nearly all of the schools' mission and vision. However, the attributes are rarely addressed by the school policies directly. Additionally, schools had quite a similar implementation of the LP attributes, except the open-minded one, which was defined more or less differently in the parochial school. The survey results showed that the parochial school ratings were significantly higher than the international studies school on knowledgeable, caring and inquirer attributes, with a moderate effect size and diploma students scored significantly higher than course-taking students on the subscales of knowledgeable and caring attributes, with a small effect size. A similar but more specific report was written by Stevenson, Thomson, and Fox (2014). A mixed-methods study was conducted to establish the IBMYP students' open-mindedness and to understand how open-mindedness among students are developed by the IB schools. In relation to the open-mindedness of students, a purpose-designed online questionnaire was completed by 672 students across six schools (five IBMYP and one non-IB school). Additionally, school visits and interviews were conducted at the four case-study schools to reveal the school practices. The results of the study revealed that the discussions of open-mindedness are more likely if the IB attributes are embedded in the school culture. So, the notion of the "open-minded school" was developed. In the "open-minded school", the development of open-mindedness occurs via a complex relationship between the LP, the student and organization factors, including leadership and teaching.

Moreover, Ryan, Tocci, Ensminger, Rismiati, and Moughania (2018) studied the incorporation of the IBLP in Chicago Public Schools MYP by creating a sequential mixed methods research. In the first phase, a validated set of descriptions of student activities reflecting each LP attribute was entailed and they were used as part of MYP

coordinators' and teachers' survey assessing the incorporation of the learner profile into instruction. In the second phase, four case studies were selected on the first phase data analysis for reflecting the diversity of MYPs across the district. At the end of the study, researchers recommended the IBO to develop support materials for further explaining, articulating and situating the LP's purpose and function; to provide professional development for educators to view the assets students bring the school in terms of the attributes and their development ways; and assistance in cultivating local resources for supporting incorporations, planned by schools and districts, of the LP into practice.

Finally, there are also studies more similar to this study in terms of focusing on the IBLP acquisition. For example, Jarvis, Lawson, Rudzinski, A, Van Deur, Brady, and Palmer, (2013) conducted a study on the evaluation of LP attributes and competencies in South Australian IBMYP students. The aim of the study was to investigate the outcomes of the IB students. In other words, it was aimed to explore the extent to which IB students demonstrated some of the IBLP attributes (open-minded, thinkers, reflective and inquirers) and the skills reflected in the Approaches to Learning (ATL). The project included three different studies focusing on the comparison of students with and without prior IB experience and attitudes described in the IBLP and ATL on math problem solving (study 1) and humanities responses (study 2), and personal project study (study 3). The results of the study revealed that no strong trend for students with prior IB experience to show more productive problem solving or clear differences in their approach to the humanities problems was observed. On the other hand, it was found that students had demonstrated elements of reflection, thinking, inquiry, and openness reflective of the ATL profile.

Similarly, Walker et al. (2016) developed and validate a questionnaire (the IBLPQ) in order to measure the IBLP. They used the IBLP classification of Bullock (2011) and selected one attribute from all four theoretical dimensions (knowledgeable, inquirers, caring and open-minded) while writing the items. The results of the study revealed a systematically designed and tested questionnaire for measuring the LP. Then, Bryant et al. (2016) conducted another study to reveal the associations between student

participation in the IB continuum and cognitive and non-cognitive learning attributes by using their newly designed student questionnaire. As being a mixed-methods design, an expanded sequential explanatory parallel design was used in the study. Data for the quantitative part of the study were gathered from the IBDP examinations and the IBLPQ, whereas semi-structured individual and focus group interviews were conducted for the qualitative part. The results revealed some tension in the perceptions of both teachers and students about the extent which the full Continuum participation prepares students for success in the IBDP. In addition, the qualitative data suggested the underlying reasons for this.

2.4. Summary of the Literature Review

To begin with the umbrella term of this study, the literature review showed that international education is mostly defined in relation to international schools or the curricula models (Marshall, 2007). In terms of the international schools, the literature review revealed that they are mostly defined as a set of varying criteria like having intercultural understanding and students of varying cultures. For this reason, McKenzie (2012; p. 220) describes international schools as they “are predominantly day schools in large cities, their students are often enrolled from a globally itinerant community, their teachers tend habitually to travel the international circuit, their boards and their heads change regularly, and their academic curriculum is frequently one or more of the programmes of the International Baccalaureate”.

When we focus on the curricula models in order to define international education, we can mention international programs like the International Baccalaureate (IB). The IB is a set of pre-university qualifications, accepted internationally and aiming to provide an appropriate academic curriculum; support geographic and cultural mobility; and promote international understanding (Hayden & Wong, 1997). The IB offers a coherent and broad-based international curriculum within a concept of an educational continuum with four different programs from early childhood to pre-university age. These programs are The IB Primary Years Programme (PYP), The IB Middle Years Programme (MYP), The IB Diploma Programme (DP) and The IB Career-related

Programme (CP). This study focused on the IBDP as it is the first and the most widespread program. In addition, analysis of the studies conducted about the IBDP showed that they mostly focused on the views of teachers, students or graduates about the program or comparison of other programs with the IBDP in terms of some topics (like meiosis) or some lessons (like language lessons). In addition, there are also studies focusing on the lessons specific to the IBDP like the Theory of Knowledge (TOK). Moreover, researchers mostly administered surveys or conducted interviews in order to reveal the views of the participants about the program. Although document analysis was mostly used to compare different programs, there were also quasi-experimental studies to compare the effects of different programs.

More specifically, the International Baccalaureate Learner Profile (IBLP) is defined by IB as “the set of [ten] learning outcomes for the twenty-first century that are promoted by IB pedagogical practices and the content of the IB curriculum” (Wright & Lee, 2014, p. 154) and it was at the center of the current study. The literature review about the IBLP showed that ten attributes specified in the profile have been categorized according to their functions differently by the researchers. In addition to these categorization studies and critical review articles, there were also studies conducted with students, teachers, directors, administrators, school leaders, coordinators, and parents. Most of these studies were designed as mixed-methods research in most of which data gathered by interviews and surveys were combined.

CHAPTER 3

METHOD

This chapter presents the method of the study by giving information about the overall design of the study, research questions, population and sample, data collection instruments, data collection procedures, data analysis procedures, and the limitations of the study.

3.1. Overall Design of the Study

In order to determine the acquisition of attributes of IB learner profile and to explore the IBDP students' and teachers' views on different aspects of the IBDP, this study was designed as mixed-methods research. Mixed-method research is defined as the “products of the pragmatist paradigm and combines the qualitative and quantitative approaches within different phases of the research process” (Tashakkori & Teddlie, 1998; p. 19). It can also be explained as “a third research paradigm that aims to transcend the traditional dichotomy between quantitative (positivist) and qualitative (interpretivist) research” (Johnson et al., 2007; Denscombe, 2008; Morgan, 2007; cited in Baskarada & Koronis, 2018; p. 4). Another definition done by Johnson and Onwuegbuzie (2004; p. 17) is “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”. Similarly, at mixed-methods research, Creswell and Plano-Clark (2011) and Fraenkel, Wallen, and Hyun (2012) mentioned the importance of using both quantitative and qualitative methods in a single study or series of studies in order to provide a better understanding of research problems than using either approach alone.

Since using mixed-methods in educational sciences provides the opportunity to understand and explain the complex problems and interpret the results better in social sciences context (Creswell, 2003; Creswell, Plano-Clark, Gutmann, & Hanson, 2003),

different types of mixed-methods designs came into existence. Frankel et al. (2012) mention three major types of mixed-methods design which are the exploratory design, the explanatory design and the triangulation design. In the exploratory design, first a qualitative method is used to discover the underlying variables of the phenomenon, then a quantitative method is used to validate the qualitative findings. In the explanatory design, first a quantitative method is used and then a qualitative method is used to follow up and redefine the data obtained by a quantitative method. Finally, in the triangulation design, which was used in this study, equal priority is given to the qualitative and quantitative methods.

Although Creswell and Plano-Clark (2011) expanded the classification and mentioned six major mixed methods designs which are the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, and the multiphase design, the convergent parallel design is the one similar to the triangulation design of Fraenkel and Wallen (2009). In the convergent parallel design, both quantitative and qualitative data are collected and analyzed concurrently but separately. In other words, these two types of data collection do not depend on the results of each other (Creswell & Plano-Clark, 2011) as it was in this study.

In addition, Leech and Onwuegbuzie (2009) expanded the classification more by considering "mixing dimension", "time dimension" and "emphasis dimension" and mentioned eight types of mixed research designs which are "partially mixed concurrent equal status design", "partially mixed concurrent dominant status design", "partially mixed sequential equal status design", "partially mixed sequential dominant status design", "fully mixed concurrent equal status design", "fully mixed concurrent dominant status design", "fully mixed sequential equal status design" and "fully mixed sequential dominant status design". In this study, "partially mixed concurrent equal status design" was used because the data for the quantitative and qualitative research questions were gathered concurrently and not mixed until the end of data collection and analysis. In addition, the quantitative and the qualitative phases of the study had

approximately equal weight so that "partially mixed concurrent equal status design" was the most appropriate design for this study.

As this research aims not only to determine the acquisition of attributes of IB learner profile but also to explore the IBDP students' and teachers' views on different aspects of the IBDP, both qualitative and quantitative data were gathered and the results were combined to provide a better understanding of research questions. After getting the required permissions from the Middle East Technical University Human Subjects Ethics Committee, the Ministry of National Education and selected schools to collect data, the data collection procedure was started. For the quantitative part of the study, a scale was developed and applied to determine the acquisition of attributes of IBLP and for the qualitative part, two interview schedules (one for teachers and one for students) and an in-class observation form were used to gather in-depth information about the IBDP students' and teachers' views on different aspects of the program and its implementation in schools. This combination allowed the researcher to benefit from the strengths of each strategy by combining complementary manners (quantitative and qualitative) (Teddlie & Tashakkori, 2009). In other words, with the help of "The Acquisition of IBLP Scale", large numbers of responses were gathered, whereas qualitative data from interviews and observations generated in-depth information. Finally, by framing within a philosophical worldview, these two forms of data (qualitative and quantitative) were linked by combining them to each other during the interpretation of results. The overall design of the study is shown in Figure 3.1.

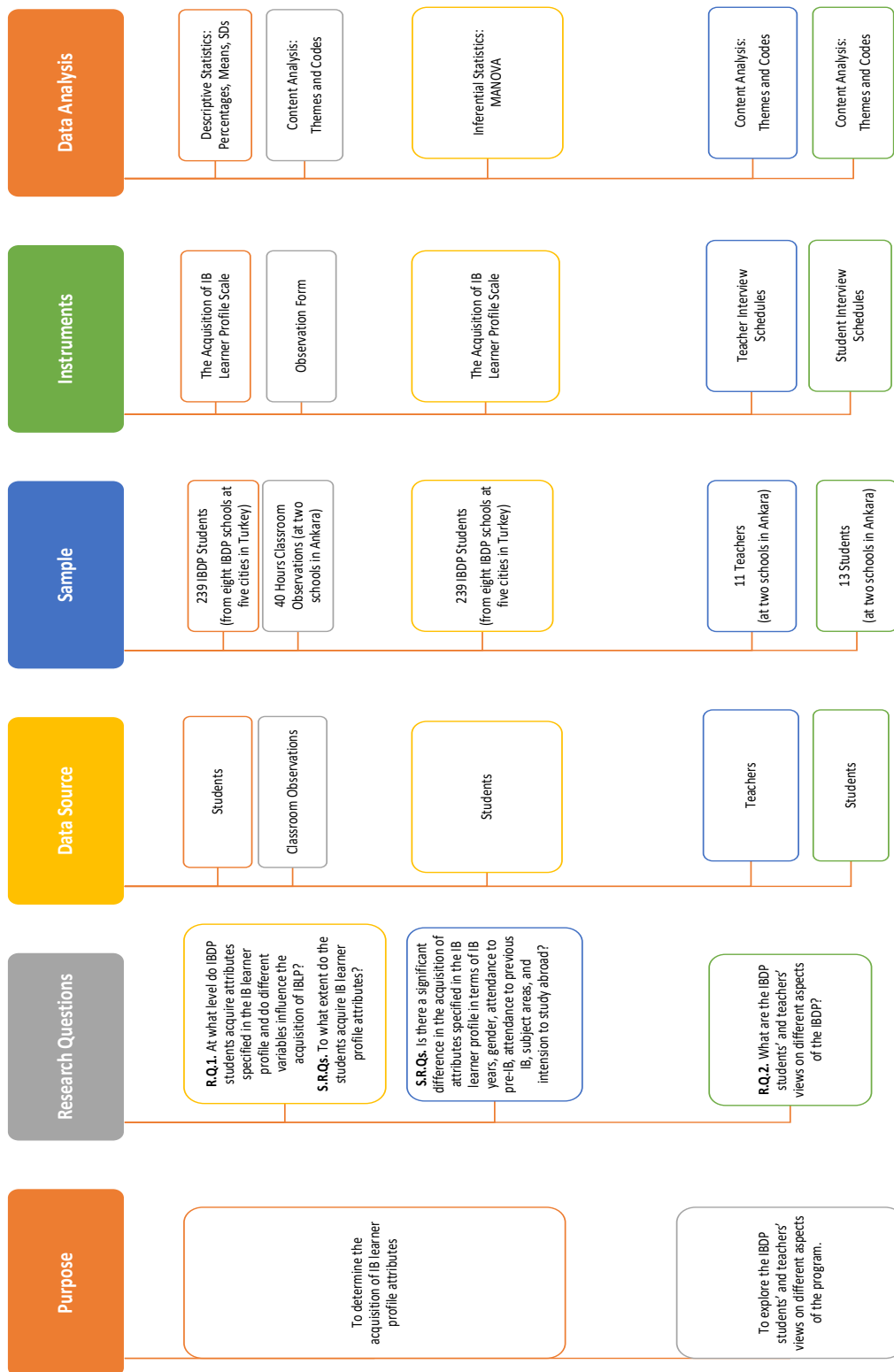


Figure 3.1. Overall Design of the Study

3.2. Research Questions

In line with the purpose of this study which is to determine the acquisition of IB learner profile attributes and to explore the IBDP students' and teachers' views on different aspects of the program, this study aimed to find out answers to the following research questions:

1. At what level do IBDP students acquire attributes specified in the IB learner profile and do different variables influence the acquisition of IBLP?

1.1. To what extent do the students acquire IB learner profile attributes?

1.2. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of IB years (1st and 2nd year IBDP students)?

1.3. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of gender (girls and boys)?

1.4. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of attendance to pre-IB (preparation class for the IBDP) (attended and non-attended IBDP students)?

1.5. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of attendance to previous IB (Primary and Middle Years) programs (attended and non-attended IBDP students)?

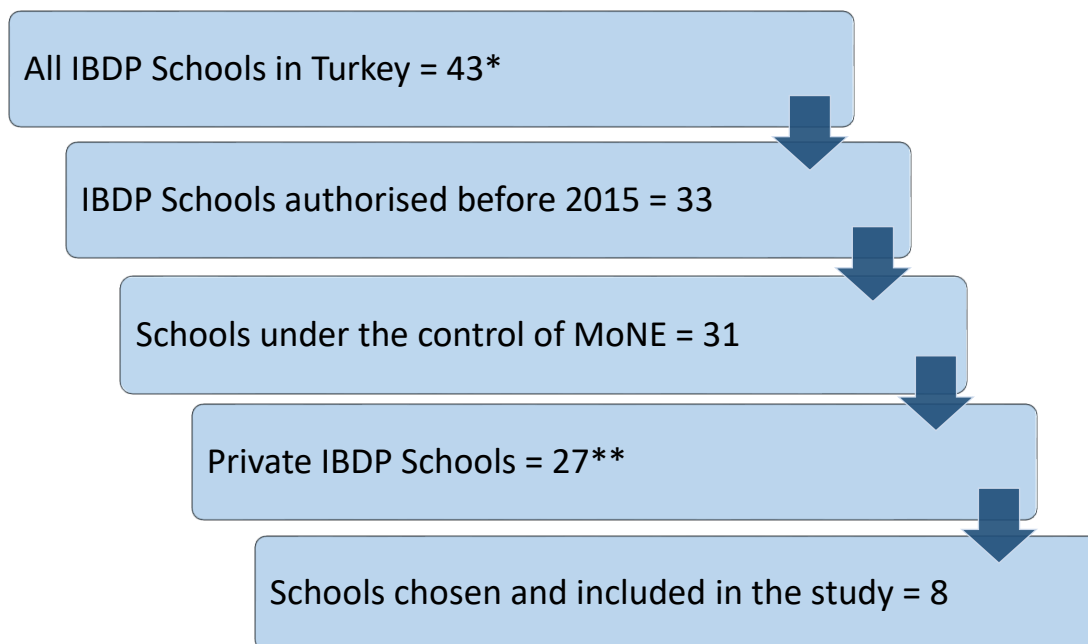
1.6. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of their subject areas (Numerical and Verbal)?

1.7. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of intention to study abroad (intending to study abroad, intending to study in Turkey and undecided)?

2. What are the IBDP students' and teachers' views on different aspects of the IBDP?

3.3. Population and Sample

Being mixed-methods research, both quantitative and qualitative data were gathered from the participants of this study. The target population of the study was all the IBDP students enrolled in IBDP at the IB World Schools in Turkey at 2016-2017 academic year, which was nearly 1500 students (IBO office via e-mail). In order to select the sample participants of the study, the steps shown in Figure 3.2. were followed.



*By June 2016.

**3 Schools became public schools and they are no more IBDP Schools.

Figure 3.2. Sampling Procedure

By June 2016, there were 43 IBDP Schools in Turkey (IBO, 2016). However, as 10 schools became IB World School after 2015 and there was no last year IBDP students at these schools at the 2016-2017 academic year, these schools were excluded from the population of this study. In addition, two schools were excluded due to their different structure as they were other countries' schools (like being an embassy school or other countries' international school). Similarly, public schools in Turkey were not included in the scope of this study due to their limited number and opportunities compared to private schools. So, 27 schools from eight cities constituted the total

number of schools. In other words, the accessible population of this study was all the IBDP students at these 27 schools, and the sample of the study was chosen by cluster sampling method from the accessible population. In order to select the clusters, schools' locations (cities) were considered as reflecting the situation in Turkey was important. For this reason, if there was only one school in a city, it was automatically selected. If there were more than one school then the ones who gave permission for administering were chosen. For the qualitative part of the study, the interview participants were selected by maximum variation sampling method due to their areas (Turkish Language and Literature, Chemistry, Maths, English, Physics, Geography, History) from two schools (chosen due to their experiences as an IBDP school –one experienced and one inexperienced-) in Ankara.

3.3.1. Sampling

As mentioned by Fraenkel et al. (2012), sometimes it is not possible to choose a sample of individuals due to the restrictions. In these cases, rather than choosing individuals, groups of subjects are chosen and this is named as cluster sampling. Participants of this study were also selected by cluster sampling as first the schools (clusters) and then the individuals (students, teachers, and classrooms) from these clusters were selected.

First, the schools were chosen by cluster sampling by considering their locations (cities) as reflecting the situation in Turkey was important. For this reason, if there was only one school in a city, it was automatically selected. If there were more than one school then the ones who gave permission for administering were chosen. Then, the permissions from the schools had been taken and eight schools, from five cities (3 of them from Ankara, two from İstanbul, and one from Mersin, Erzurum, and Bursa) accepted to be involved in the study and all the IBDP students at these schools were included in the study. Distribution of 27 schools by the cities and the number of schools involved from each city are summarized in Table 3.1.

Table 3.1.

Distribution of IBDP Schools by Cities

<i>Cities</i>	<i>Total # of Schools</i>	<i># of Schools Involved</i>
İstanbul	15	2
Ankara	6	3
Kocaeli	1	0
Bursa	1	1
İzmir	1	0
Gaziantep	1	0
Mersin	1	1
Erzurum	1	1

For the quantitative part of the study, due to the data gathered from IBO, the total number of students graduated from IBDP Schools in Turkey at 2016-2017 academic year was 800. Considering that the data was planned to be collected both from 11th and 12th graders, it can be assumed that the total number of IBDP students in these grades in Turkey at the 2016-2017 academic year was circa 1500 and the data of this study were gathered from 250 IBDP students. However, as 11 students haven't finished filling the scale or responded by marking the same choice without reading, just to fill the scale, they were considered as missing values. So, the data were gathered from 239 IBDP students and the distribution of these students by schools are shown in Table 3.2. According to Rea and Parker (2014), for a total population of 1500, minimum sample size at $\pm 10\%$ percent for confidence intervals and 95% confidence level was 91 and it was 150 at 99% confidence level; both of which were below the number of participants of this study.

For the qualitative part, in order to explore the IBDP students' and teachers' views on different aspects of the program, interviews with 11 teachers and 13 students, chosen via maximum variation sampling. As explained by Patton (1990), with the help of this strategy for purposeful sampling, it is possible to describe the central themes in a varying context. As the experiences of both teachers and students in terms of IBDP are varying according to variables like areas, grades, etc., it was aimed to describe the central themes by including participants from different areas, grades, genders, etc. with the help of maximum variation.

First, two schools from Ankara were chosen according to their year of experience as an IBDP school. In order to satisfy the variation and see the different cases, one school was from the oldest and one from the newest. Then, the teachers were chosen according to their areas (from 9 different areas specified in IBDP curriculum: the arts, sciences, mathematics, studies in language and literature, individuals and societies, language acquisition, theory of knowledge, extended essay and creativity, action, service). Similarly, students from these two schools were also chosen by satisfying the variation in terms of grade, areas, gender and the total score gotten from The Acquisition of IBLP Scale (from the lowest, highest and the middle scored) as their experiences of IBDP would be so much different than each other. In conclusion, 11 teachers and 13 students, who are information-rich and accepted to participate voluntarily in the interviews were included in the study. The distribution of the data sources by schools are shown in Table 3.2.

Table 3.2.

Distribution of the Data Sources by Schools

<i>Schools</i>	<i># of Students</i>	<i># of Teacher Interviews</i>	<i># of Student Interviews</i>	<i># of Observation Hours</i>
School A	34	5	7	20
School B	56	6	6	20
School C	14	-	-	-
School D	13	-	-	-
School E	22	-	-	-
School F	34	-	-	-
School G	12	-	-	-
School H	54	-	-	-
Total	239*	11	13	40

* Missing values are excluded.

In addition to interviews, 40 hours classroom observations were conducted at the same two schools (Table 3.2.) in order to collect data on the students' acquisition of IBLP attributes. Classrooms to be observed were also chosen by maximum variation sampling in order to have the opportunity to observe the situation in varying environments. However, as the 12th grade students were mostly studying for the university entrance exam, most of the observations were conducted at the 11th grades in different areas of courses (4 hours mathematics, 3 hours Theory of Knowledge

(TOK), 2 hours physics, 2 hours statistics, 8 hours chemistry, 4 hours English, 2 hours Biology and Environmental Sciences (BIYESS), 7 hours Turkish, 4 hours Economy (ECON), 4 hours Biology).

3.3.2. Characteristics of the Sample

The participants of the quantitative part of this study were totally 239 IBDP students from eight IBDP schools at five cities in Turkey. More specifically, as summarized in the Table 3.3., 162 of them were at their first year in IBDP and 71 of them were at their second year, whereas seven of them did not mention their IB year. There was nearly equal number of female (n=130, 56.3%) and male students (n=101, 43.7%) and the ages of them were ranging between 15 (n=5, 2.2%) to 19 (n=9, 3.9%) with an average of 17. Although IBDP is a program for the grade levels of 11 and 12, at some schools in Turkey it is started to be implemented at 10th grade due to the university entrance examination. For this reason, the 10th grade students (n=39, 16.8%) were surely at their first-year in IBDP and the 12th grade students (n=44, 19.0%) were at their second year.

Of the participants, only 2.4% (n=5) were from the area of language or social sciences, whereas 27.6% (n=55) were from Turkish and math. Most of them (n=146, 70.9%) were from the math and sciences area according to the classification of the Ministry of National Education (MoNE). In addition, IBDP was the first IB experience for most of the participants (n=179, 75.5%), whereas some of them attended to PYP (n=45, 19.0%), MYP (n=2, 0.8%) or both of them (n=11, 4.6%) before. Similarly, 56.1% (n=128) of them did not attend to the IB preparation courses (Pre-IB). Finally, most of the students wanted to go to the university abroad (n=140, 59.3%) than Turkey (n=39, 16.5%); whereas some of them (n=57, 24.2%) are not decided or not sure yet. This was one of the mostly mentioned reasons (n=141, 59.0%) for students to choose IBDP for their education.

Table 3.3.

Characteristics of the IBDP Participants (N=239)

	<i>F*</i>	<i>%</i>
Gender		
Female	130	56.3
Male	101	43.7
Grade		
10	39	16.8
11	149	64.2
12	44	19.0
IB Year		
1 st Year	162	69,5
2 nd Year	71	30,5
Subject Area		
Math & Science	146	70.9
Turkish & Math	55	26.7
Turkish & Social Sciences	4	1.9
Language	1	0.5
Previous IB Programs		
None	179	75.5
PYP	45	19.0
MYP	2	0.8
PYP and MYP	11	4.6
Attendance to Pre-IB		
Yes	100	43.9
No	128	56.1
Intention to Study Abroad		
Turkey	39	16.5
Abroad	140	59.3
Not Decided / Not Sure	57	24.2

* Number of participants varies because of missing values.

Among the participants of the quantitative part, 13 of them were interviewed by the researcher. Seven of them were the 11th grade and first-year, six of them were the 12th grade and second-year IBDP students. The ages of the students were ranging from 16 to 18, most of whom were 16. Seven of the participants were female, whereas six of them were male and only four of the participants attended to another IB program (PYP) before. Finally, only one of the students mentioned only Turkish University for her University choice, whereas two of them mentioned Turkish Universities in addition to their choices abroad. More information was shown in Table 3.4.

Table 3.4.

Characteristics of the Student Interviewees

	<i>Gender</i>	<i>Age</i>	<i>Grade</i>	<i>IB Years</i>	<i>Previous IB</i>	<i>University / Program Choice</i>
S1	Female	17	12	2	No	Koç University / International Relationships
S2	Female	17	12	2	No	Bilkent University / Architecture Politecnico di Milano or Torino / Architecture
S3	Male	17	12	2	No	Chicago University / Computer Science
S4	Female	16	11	1	No	Canada / Europe Industry Engineering
S5	Male	16	11	1	No	Abroad / Music or Genetic
S6	Female	16	11	1	No	Politecnico di Milano University, Cornell University, Segovia University / Architecture
S7	Male	16	11	1	No	Cornell University, New York University/ Electric and Electronic or Computer Engineering
S8	Male	16	11	1	Yes (PYP)	The US / Engineering
S9	Female	16	11	1	Yes (PYP)	Oxford University, St. Andrews University /Psychology
S10	Female	16	11	1	Yes (PYP)	Oxford University/ Medicine
S11	Male	18	12	2	No	UCLA /Economy or Finance
S12	Female	17	12	2	Yes (PYP)	University of the Arts London / Arts
S13	Male	18	12	2	No	University of Colorado Boulder, Colby College /Biology Turkey: Hacettepe, Cerrahpaşa University /Medicine

In addition to the students, teachers from the same schools were also interviewed. As seen in Table 3.5., ages of the teachers were between 33 and 48 and only one of the teachers was male. Their teaching experiences were more than 10 years, whereas their experience in IBDP was at least 4 years. All of the teachers had certificates from IB either from international workshops or workshops in their schools. Areas of the teachers were varying as Turkish Language and Literature (n=3, one of them was also CAS coordinator), Chemistry (n=2), Mathematics (n=2; one of them was also IB Coordinator), English (n=1), Physics (n=1), Geography (n=1), History (n=1, also giving TOK courses and IB Coordinator). Only two of the teachers completed their undergraduate education at an education faculty, whereas five of them completed their

graduate education in the area of education. Two of the teachers completed their doctoral education (one of them in the education area) and four of them finished their master degree.

Table 3.5.

Characteristics of the Teacher Interviewees

	<i>Gender</i>	<i>Area</i>	<i>University Program</i>	<i>Age</i>	<i>Teaching Experience</i>	<i>Experience in School</i>	<i>Experience in IBDP</i>	<i>IBDP Certificate</i>
T1	Female	Turkish Language and Literature	Kırıkkale University /Turkish Language and Literature Gazi University / (Ms without thesis)	33	12	8	5	Yes
T2	Male	Mathematics IB Coordinator	METU/ Mathematics Education (Ms)	35	12	5	4	Yes
T3	Female	English	Cognitive Sciences (Dr) Bilkent University / English Language and Literature Teaching English as a Second Language (Ms)	40	15+	8	12	Yes
T4	Female	Physics	Ankara University / Physics	34	12	10	5	Yes
T5	Female	Chemistry	METU/ Chemistry Education	34	10	8	5	Yes
T6	Female	Chemistry	Boğaziçi University and University of Maryland College Park / Chemistry Engineering	-	14	14	14	Yes
T7	Female	Turkish Language and Literature CAS Coordinator	Ankara University / Language Sciences Ankara University / Turkish Education (Ms)	41	19	19	15	Yes
T8	Female	Turkish Language and Literature	Hacettepe University / Turkish Language and Literature	48	23	21	13+	Yes
T9	Female	Geography	Istanbul University / Geography	45	20	17	6-7	Yes
T10	Female	History TOK IB Coordinator	METU / History	35	10	10	8	Yes
T11	Female	Mathematics	METU/ Secondary School Mathematics Education(Ms)(Dr)	39	18	1	10	Yes

3.4. Data Collection Instruments

In order to collect data, four types of data collection instruments that are “The Acquisition of IBLP Scale”, two interview schedules, and an observation form were developed by the researcher according to the purpose of the study.

3.4.1. The Acquisition of the IB Learner Profile Scale

For the quantitative data, “The Acquisition of IBLP Scale” was developed to determine the acquisition of attributes of IBLP. “The Acquisition of IBLP Scale” (see Appendix B) was composed of two parts that are “Personal Information” and “The Scale for Determination of IBDP LP”.

The first part included 13 questions about the personal information; the reasons for choosing IBDP; and the university education preferences. The variables about the personal information were gender, age, grade, program, pre-IB attendance, IBDP semester, previous IB program(s), and subject area. In relation to the reasons for choosing IBDP, there was a question with multiple options. Finally, there were three questions about the university education preferences of students; two of which were open-ended questions and one of them was categorical.

In the second part, there were 52 items about the attributes of IBLP and it was expected from the participants to rate their agreement level to each item on a 5-point Likert scale from “strongly disagree (1)” to “strongly agree (5)”. There were five factors named as “cognitive skills” (25 items), “principled” (8 items), “open-minded” (6 items), “caring” (8 items) and “communicator” (5 items). Distribution of the items by both the factors and the attributes of the IBLP was shown in Table 3.6. It was seen that dimensions of inquirer, knowledgeable, thinkers, risk-takers and reflective were combined in one dimension, named as cognitive skills. Similarly, balanced and principled attributes were also combined in one dimension, simply principled.

Table 3.6.

Distribution of Items by the Factors and IBLP Attributes

<i>Name of the Factor</i>	<i>Name of the Attribute</i>	<i>Number of the Items</i>
Cognitive Skills (25 Items)	Inquirer	7
	Knowledgeable	6
	Thinkers	7
	Risk-takers	2
	Reflective	3
Principled (8 Items)	Balanced	3
	Principled	5
Open-minded	Open-minded	6
Caring	Caring	8
Communicator	Communicator	5
Total		52

In order to develop the Scale, first, an item pool was composed with the help of the literature and pre-study teacher interviews (interviews for developing the IBLP scale). Then, expert opinions about the appropriateness of the items, like the content, format and item-attribute relationship, were taken. After the pilot study of the scale, inappropriate items were discarded from the Scale and the final form of the scale was composed. These steps were summarized in Figure 3.3. and explained in-depth under related subtitles.

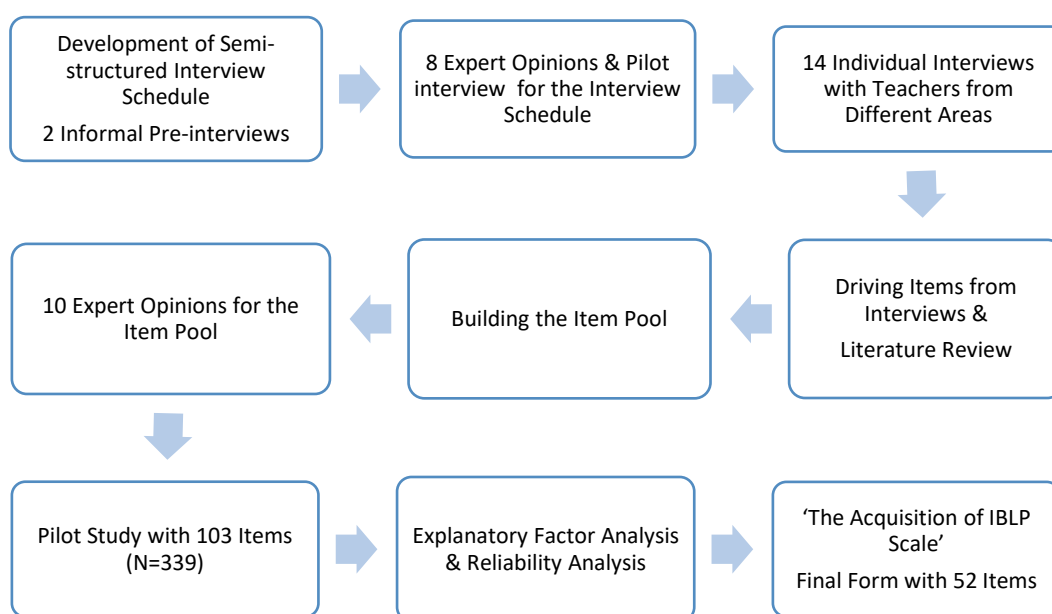


Figure 3.3. Steps of the Development of the IBLP Scale

3.4.1.1. Item Pool of the Scale

For developing “The Acquisition of IBLP Scale”, first the literature about the IBLP was reviewed. However, it was realized that there were not enough studies or explanations about the IB Learner Profile (IBLP). For this reason, it was decided to obtain the required information from the field (by pre-study teacher interviews). In order to do that, a semi-structured interview schedule was developed for the teachers. With this schedule, it was aimed to specify the daily life experiences of students from their teachers’ perspectives in terms of the LP attributes.

After the development of the schedule, two pre-interview (one with Primary Years Programme (PYP) teacher and one with Middle Years Programme (MYP) teacher) was conducted on September 3, 2015, and their ideas about the schedule were taken into consideration before taking the expert opinions. On September 10-11, 2015, opinions of 8 experts from the areas of curriculum development (n=5), Turkish education (n=1), comparative education (n=1) and measurement and evaluation (n=1) was taken and the required changes like adding the 11th question which is “Is there anything that you want to add?” were done at the schedule. The final form of the schedule (see Appendix C) was composed of two parts, first of which included the personal information questions like the area, age, experience, and so on; whereas the second part included 11 questions about the attributes specified in the IBLP document (see Appendix A).

After getting the required permissions from the schools, face to face individual interviews were conducted with 14 teachers from two different IBDP schools in Ankara. These schools were chosen due to their wide experience of IBDP and the teachers were chosen according to their areas by maximum variation sampling. In other words, the schools were two of the oldest IBDP schools in Ankara and the teachers were from 9 different areas (the arts, sciences, mathematics, studies in language and literature, individuals and societies, language acquisition, theory of knowledge, extended essay and creativity, action, service) specified in IBDP curriculum. The first interview was carried out as a pilot interview but as there was no

need for a change in the interview form, the data collected by this interview was also included in the study. In addition, as there was no Turkish arts teacher at the schools, the interview schedule was translated to English and approved by an expert in the area of English Language and the interview was conducted in English. The interviews were conducted between the dates October 12 – December 2, 2015, in silence rooms and tape-recorded with permissions of the interviewees.

After the transcription of the interviews between the dates of October 4, 2015, and February 13, 2016, one of the interviews was coded both by the researcher and three other experts and the codes were a word, a phrase or a statement, as also mentioned by Yıldırım and Şimşek (2011). Then, the codes were discussed between the experts and a consensus about the codes was reached. Agreement percentage between the three experts and the researcher was at least 73.4, which was acceptable according to Miles and Huberman (1994). All other interviews were also coded by the researcher between the dates January 18 and February 18, 2016. In addition to the interviews, the IBLP Document was also coded. All the emerging codes were written in two tables and the items of the Scale were written by considering them. As an example, some of the codes for “principled” attribute were “not making plagiarism”, “using references appropriately”, “knowing where to bend the principles”, and “setting appropriate principles”. Some example items written from these codes were like “I won’t use my friends’ works (ideas, paragraphs, parts, etc.) even if I couldn’t finish mine on time”, “I think about the ethical issues of things before doing it”.

Between the dates, February 23 and March 20, 2016, items for the Scale were written. In the beginning, there had been 140 items under the sets of 10 attributes. However, later on as some items overlap such as “I plan my day and work disciplined so that I won’t leave something to the last minute.” and “I use my time efficiently by arranging my works appropriately.”, they were deleted or combined and the number of the items was decreased to 127.

3.4.1.2. Expert Opinions on the IBLP Scale

After the required revisions were made on the instrument upon the suggestions of the thesis committee, it was given to the experts for their feedback about the content and format of the scale and judgments about its appropriateness, as suggested by Fraenkel et al. (2012). In other words, the expert opinions were taken for the appropriateness of the scale in terms of content validity. These ten experts were from the area of curriculum and instruction (n=6), measurement and evaluation (n= 2), Turkish education (n=1) and IB teacher (n=1).

It was requested from the experts to review the instrument's appropriateness in terms of the content, format and item-attribute relationship and their suggestions. Experts from the curriculum and instruction mostly mentioned the items that focuses on more than one attribute and suggested removing or rewording the items for overcoming this problem. Measurement and evaluation experts mostly criticized the length of the scale and the items focusing on more than one action. The expert from the area of Turkish suggested some grammatical and punctuation corrections. Finally, IB teacher generally pointed out the understandability problems of the items and the length of the scale considering the students. All of the experts suggested some adding, removing or combining items. For example, the experts mentioned that the items "By planning my time and studying in a disciplined way, I do not leave my work to the last minute" and "By arranging my work well, I use my time effectively" are very similar to each other and suggested to combine these items. So the last version of the item was "I do not leave my work to the last minute by managing my time and working in a disciplined way".

Concurrently with the expert opinions taken between the dates March 21 – April 11, 2016, a focus group discussion with seven 11th Grade IBDP students (3 male, 4 female) was carried out at March 25, 2016. In this way, feedback about the clarity of the items and suggestions about the wording, adding or removing revisions for items was gathered. In addition, one 11th Grade student filled in the scale in 15 minutes on March 28, 2016. Evidence for timing, wording, appropriateness, and understandability of the

instrument was gathered in these sessions. In other words, they provided evidence for face validity which can be defined as “the degree that respondents or users judge that the items of an assessment instrument are appropriate to the targeted construct and assessment objectives” (Allen & Yen, 1979; Anastasi, 1988; Nevo, 1985; cited in Hardesty & Bearden; p. 99).

With the help of the expert and student opinions, necessary changes and revisions mentioned before were made. The third version (last version before the pilot study) of the Scale had a total of 103 items and the distribution of these items by the attributes was shown in Table 3.7. According to DeVellis (2014), the number of items strengthens the reliability of the scale so that increasing the number of items increases the reliability. For this reason, the number of items before the pilot study was high in this study.

Table 3.7.

Distribution of Items by the IBLP Attributes

<i>Name of The Attribute</i>	<i>Number of The Items</i>
Inquirer	11
Knowledgeable	9
Thinkers	12
Communicator	11
Principled	13
Open-minded	12
Caring	10
Risk-takers	10
Balanced	9
Reflective	6
Total	103

Before the pilot study, the permissions for the application were obtained from Middle East Technical University Human Subjects Ethics Committee (see Appendix D), Directorate of National Education, Ankara (see Appendix E), and schools, chosen by purposeful sampling according to their number of students.

3.4.1.3. Pilot Study of the IBLP Scale

For the pilot study, data were gathered from two schools in Ankara between the dates November 4-10, 2016. Students responded to the Scale in their classrooms during lesson time. The researcher was at the classrooms during the application in order to note the required information about the data collection procedure (ex. required time for filling the scale (20-30 min.) and explain the possible questions) and provide more information to the students about the study.

There were totally 347 11th and 12th grade IBDP students participating in the pilot study. However, as 8 students haven't finished filling the scale or filled it without reading, they were not taken into consideration during the analyses so the available data were from 339 IBDP students. As this number is above 300, it was categorized as a good number for a pilot study in scale development by Comrey (1973). In addition, Kline (1994) mentioned that 200 participants are enough for identifying reliable factors but he also suggested the proportion of participants to items to be between 10/1 and 2/1. So, Kline (1994)'s both criteria were satisfied in this study.

After the pilot study, the required changes were done on the Scale for the first part which is about personal information. For example, some mostly mentioned reasons for choosing IBDP in the pilot study under the choice of "other" were added to the options. As it was seen that most of the students forgot to write their ages when it is an open-ended question, it was changed as a categorical question. In addition, as the researcher was in the classrooms during the administering of the Scale, the misunderstood or hardly understood parts of the scale was noted (e.g. the meaning of "high-level questions", "complex problems") and changed at the last version of the Scale. Finally, the second part of the scale was subjected to factor and reliability analysis to identify the underlying dimensions of the Scale and internal consistency of the items. In order to achieve this aim, exploratory factor analysis was used as Netemeyer, Sharma, and Bearden (2003) mentioned the two basic purposes of exploratory factor analysis in scale development: reducing the number of items in a scale and identifying underlying dimensions of the scale.

After cleaning the data (excluding 8 students not completing the scale or filling it without reading), Missing Value Analysis (MVA) was conducted to see the descriptive statistics (frequencies and percentages) of the missing values. The results showed that missing percentages of the items were between .0 and 2.1, which was under the criteria (5%) of having similar results regardless of the procedures chosen for handling missing values (Tabachnick & Fidell, 2012). For this reason, excluding cases list-wise was preferred for this study as recommended by Aksu, Eser, and Güzeller (2017) as well.

Before the analysis, the required assumptions were checked in order to see if there were any concerns. To start with the sample size, according to Guilford (1954), it should be at least 200, whereas Cattell (1978) claimed the minimum desirable sample size to be 250 (cited in MacCallum, Widaman, Zhang, and Hong, 1999). As the number of pilot study participants in this study was over 300, it was enough for the analysis according to both of the researchers. Similarly, when the recommendations for the N/p ratio was considered, it was slightly more than 3 so that at the range of 3 to 6 as suggested by Cattell (1978; cited in MacCallum et al., 1999). Additionally, Kaiser-Meyer-Olkin Measure (KMO) of Sampling Adequacy (.78) was over .60 as recommended (Kaiser, 1974), showing that the sample size was enough for the analysis. Visual inspection of the correlation matrix showed the relationship between the items as there were values over .30 (Hair, Anderson, Tatham, & Black, 2006). Moreover, Bartlett's Test of Sphericity was statistically significant ($p < .05$), showing the factorability of the scale (Bartlett, 1954).

For the normality, The Kolmogorov-Smirnov and Shapiro-Wilk tests indicated that the normality was violated for the items ($p < .05$). However, the skewness-kurtosis values for most of the items (except items 20 and 36) were between -3 and +3 (Tabachnick & Fidell, 2007), showing the normal distribution. Similarly, visual inspection of most of the histograms and Q-Q plots supported the normal distribution. Finally, for the multivariate normality, Mardia's test was conducted and the results showed that the multivariate normality was violated ($p < .05$). For this reason, Principal Axis Factoring (PAF) was used for the extraction technique (Costello & Osborne, 2005) and oblique rotation was chosen due to its flexibility in allowing correlated factors. As

recommended by Preacher and MacCallum (2003), if there is no information about the relationship between the factors, it is not reasonable to assume that they are totally independent. For this reason, it is safer to think there is not complete independence and to prefer oblique rotation rather than orthogonal rotation.

In the beginning, the analysis was conducted without restricting the factor. In this case, the total number of factors was 29 with eigenvalues over 1 and they explained 69.06% of the total variance. However, as also mentioned by Netemeyer et al. (2003), there are other rules of thumb for factor extraction, two of which are priori criteria and scree plot (see Figure 3.4.). When these two rules were considered to set the number of factors, it was decided that five factors explained the structure most appropriately.

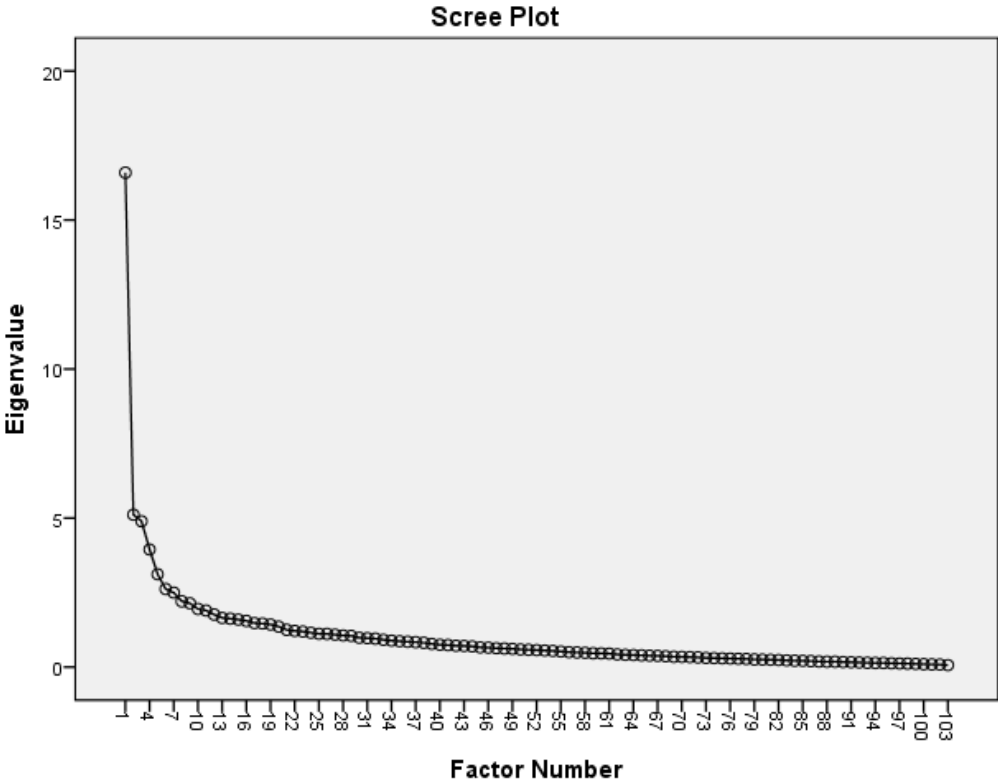


Figure 3.4. Scree Plot for PAF

After the analysis was conducted again by limiting the factor number at five, 18 items (Item 14, 9, 64, 101, 75, 92, 4, 6, 7, 86, 70, 23, 26, 67, 95, 45, 83 and 21) needed to be

deleted due to their low loadings (below .32 according to Tabachnick and Fidell (2007)). In addition, 14 items (Item 102, 22, 19, 52, 88, 24, 68, 10, 2, 53, 63, 29, 59 and 28) were deleted to their overlapping structure (not more than .10 difference between factor loadings according to Tabachnick and Fidell (2007)). The analysis repeated after deleting 32 items in total and showed that there were still items needed to be deleted so that 6 items (Item 48, 73, 84, 96, 58 and 66) were deleted due to their low loadings and 4 items (Item 15, 44, 36 and 97) were deleted to their overlapping structure. Later on, the analysis was conducted again after deleting the 42 items in total. Although there were no low communality or overlapping items left, it was seen that 9 items (Item 76, 39, 3, 94, 55, 87, 8, 85 and 37) were incompatible with the factor and they had problems in terms of understandability. For this reason, these items were also not included in the final factor analysis. In other words, these items were re-evaluated with experts and they were either removed or replaced before the last version.

The last version of the scale had 52 items and the analysis revealed the existence of five factors explaining 38.93% of the total variance as in Table 3.8. The first factor had 25 items explaining 19.33%; the second factor had 8 items explaining 6.49%; the third factor had 6 items explaining 5.07%; the fourth factor had 8 items explaining 4.66% and finally, the fifth factor had 5 items explaining 38.39% of the total variance.

Table 3.8.

Total Variance Explained by the Factors of the IBLP Scale

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
	Total	% of Var	Cum %	Total	% of Var	Cum %	Total
1	10,052	19,331	19,331	9,393	18,064	18,064	8,162
2	3,374	6,489	25,820	2,725	5,241	23,305	3,666
3	2,634	5,065	30,885	1,979	3,805	27,110	2,024
4	2,422	4,658	35,543	1,757	3,380	30,490	4,911
5	1,762	3,388	38,931	1,110	2,134	32,624	2,672

As seen in Table 3.9., there were five factors named as “cognitive skills”, “principled”, “open-minded”, “caring” and “communicator”. Cognitive skills factor included 25

items with regards to inquirer, knowledgeable, thinkers, risk-takers and reflective like “Usually I do not content myself with the knowledge presented in lessons, rather I make research for acquiring more knowledge” or “I evaluate a topic from different aspects by producing theses and anti-theses about it”. Principled factor included 8 items about balanced and principled like “I do not leave my work to the last minute by managing my time and working in a disciplined way” or “I do not make anyone else complete a task assigned to me in the classroom or school”. Open-minded factor included 6 items like “I try to be tolerant of any person regardless of who s/he is” or “I try to understand the ideas that are contrary to the ideas I believe in”. Caring factor had 8 items like “I think on local or universal topics (human rights, education, economy, etc.) whether they are related to me or not” or “I am sensitive to the environmental issues”. Finally, there were 5 items at communicator factor, two of which were “I talk to my teachers uninhibitedly in and out of the classroom” and “I enjoy taking part in studies in which I can communicate with people”.

Finally, as seen in Table 3.9., there were relationships among some factors. The correlations among four factors range between .05 and .34. In addition, Cronbach alpha value for the total scale was .90 and item by item analysis showed there were no items lowering the reliability in total. Moreover, reliability values for the dimensions were .90, .73, .60, .74 and .63 respectively; which were above the sufficient level (.50-.60) suggested by Nunnally (1978). Item by item analysis for the dimensions showed that only one item (Item 74) for the third (open-minded) factor was decreasing the reliability of factor (if the item was deleted .65). However, after getting the expert opinions, it was decided to keep the item as a reverse item. So, Cronbach alpha values showed the internal consistency for the dimensions and the overall scale.

Table 3.9.

Summary of Items and Factor Loadings for the IBLP Scale after Exclusion of 51 Items

<i>Items</i>	<i>Factor Loading</i>				
	<i>Cognitive Skills</i>	<i>Principled</i>	<i>Open-minded</i>	<i>Caring</i>	<i>Communicator</i>
Item 1	.711				
Item 50	.653				
Item 51	.591				
Item 61	.582				
Item 60	.576				
Item 79	.562				
Item 46	.545				
Item 80	.543				
Item 27	.540				
Item 91	.528				
Item 49	.498				
Item 35	.495				
Item 56	.493				
Item 17	.473				
Item 103	.449				
Item 16	.430				
Item 62	.422				
Item 82	.421				
Item 81	.403				
Item 34	.399				
Item 90	.387				
Item 99	.381				
Item 100	.363				
Item 25	.346				
Item 89	.341				
Item 69		.647			
Item 57		.546			
Item 33		.527			
Item 77		.439			
Item 5		.424			
Item 41		.422			
Item 30		.420			
Item 98		.333			
Item 42			-.550		
Item 47		.373	-.485		
Item 31			-.458		
Item 65			-.397		
Item 74			.382		
Item 20			-.362		
Item 32				.729	
Item 43				.549	
Item 93				.526	
Item 54				.481	
Item 11				.441	
Item 71				.417	
Item 13				.417	
Item 72				.416	
Item 12					.657
Item 78					.496
Item 40					.494
Item 18					.348
Item 38					.333
<i>Factor Correlations</i>					
Cognitive Skills	1.000				
Principled	.212	1.000			
Open-minded	-.062	-.061	1.000		
Caring	.342	.221	-.127	1.000	
Communicator	.247	.047	.124	.172	1.000

During the pilot study, the researcher was at the classrooms and noted the important feedbacks of the data collection procedure. In addition to the length of the application, reactions and suggestions to the scale and the study were also noted. Some students (mostly 12th grade students) criticized the length of the Scale but it was explained that this was because of the pilot study and the number of questions would be reduced after the analysis. In addition, it was realized that students were looking at the page numbers before starting to answer. For this reason, an optic form was used to reduce the number of pages and arrange the font sizes for the final version. Moreover, during the pilot study, it was understood that the students confused the semester with year. For this reason, the researcher gave importance to explain the difference in the data collection because it was important as some schools start implementing the program at the half of the year (10th Grade, 2nd semester).

After the pilot study, all parts of the scale was reevaluated with the supervisor and the members of the Thesis Committee in order to finalize the last version of the Scale (see Appendix B).

3.4.1.4. Validity and Reliability of the IBLP Scale

According to Fraenkel et al. (2012; p. 174), validity is about “the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes”; whereas reliability is about “the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another”. In other words, reliability focuses on the repeatability of the results, whereas validity focuses on the suitability. There are various ways of computing validity and reliability. The ones used in this study for the Scale were the content, face and construct validity and Cronbach’s alpha for the internal consistency reliability.

Cohen, Manion, and Morrison (2007) defined content validity as an instrument to show covering fairly and comprehensively the domain or items which it aims to cover; whereas face validity was defined as the degree of respondents’ judgments for the appropriateness of the instrument to the targeted construct (Allen & Yen, 1979;

Anastasi, 1988; Nevo, 1985; cited in Hardesty & Bearden, 2004). Scale development procedure was designed by the researcher to increase the content and face validity of the Scale. First, the item pool with more than required items was generated by using the literature and pre-study interviews in order to cover items comprehensively. Then, ten experts from different areas such as curriculum and instruction (n=6), measurement and evaluation (n= 2), Turkish Education (n=1) and IB teacher (n=1) evaluated the appropriateness of these items in terms of their content, measurability, language, and format. Required changes (like excluding, revising in terms of wording and grammar) were done to the Scale in light with the feedbacks of the experts. Moreover, a small group discussion was held with seven 11th Grade IBDP students (3 male, 4 female) in order to gather feedback about the clarity of the items and suggestions about the wording, adding or removing revisions for items. In addition, another 11th Grade student filled in the Scale by himself and after completing, he also gave feedback to the Scale. In this way, evidence for timing, wording, appropriateness, and understandability of the Scale was gathered. As they are the target population of this study, it was crucial to get their ideas and suggestions on the content coverage and the understandability of the items in order to increase the content and face validity of the Scale. Furthermore, the researcher was in the classrooms as well during the pilot application to get feedback from the participants. They stated their feedbacks about both the overall scale (length, content, etc.) and items (not understood, not needed, etc.). Finally, the last version of the Scale was designed and printed on an optic form to increase the face validity, as it helped to decrease the number of pages and increasing the readability of the items.

Fraenkel et al. (2012) defined three steps for construct validity that are (1) defining the measured variable clearly; (2) setting the hypotheses by defining the behaviors in a particular situation; and (3) testing the hypotheses both logically and empirically. In this study, first, the definition of IBLP and its attributes were clearly defined with the help of IB documents and literature. Then, with the help of the pre-study interviews conducted with IBDP teachers, theories (scale items) about how students behave when

they acquire these attributes were formulated. Finally, the Scale was administered to the participants for testing empirically by exploratory factor analysis.

Internal consistency was defined as “the tendency of different items to evoke the same response from any given participant on a single administration of the measurement device” (Martella, Nelson, Morgan, & Marchand-Martella, 2013; p. 75). As there was an opportunity for only one administration of the Scale due to the limited time and number of IBDP students, other reliability coefficients could not be checked and the internal consistency was checked with the pilot study. Cronbach alpha value for the total scale was .90 and for the dimensions they were .90, .73, .60, .74 and .63 respectively. Although .70 and above are usually desirable, lower coefficients can be tolerated as well (Martella et al., 2013).

3.4.2. Student and Teacher Interview Schedules

In order to gather in-depth and comprehensive views of teachers and students about different aspects of the program, semi-structured interview schedules were developed. After the development of the first drafts of the schedules by the researcher, discussion about the drafts was held with the supervisor and the second drafts were performed. Then, between the dates February 21 – March 2, 2016, opinions of nine experts from different areas such as curriculum and instruction (n=6), Turkish Education (n=1), IB teacher (n=1) and qualitative research methods (n=1) were taken for both interview schedules. Moreover, pilot interviews with one teacher, one 11th grade and one 12th grade students were conducted and transcribed in order to reveal whether the interview questions served in line with the aims of the study. Some experts found alternative questions more understandable than the main ones and suggested them to be used. For example, they suggested using “What do you think about the learner profile that IBDP tries to develop” rather than “What are your opinions about IBDP’s prescribed learner profile”. In addition, it was also seen that some questions would be asked under other questions or they would be excluded. After the required changes were done on the schedules, the final versions were written.

Semi-structured teacher interview schedule (see Appendix F) had two parts that were personal information and interview questions. In the personal information part, there were eight questions about teachers' areas, background, ages, experiences in teaching, at that school and IBDP and their education about IB. Additionally, there were six questions about the general structure (eg. philosophy, purpose, etc.) of IBDP, like its implementations in Turkey and learner in the interview questions.

Similarly, student interview schedule (see Appendix G) had two parts that were personal information and interview questions. Personal information part included five questions about the ages, grades, semester in IBDP, previous IB programs like PYP or MYP and university and department preferences. Interview questions part composed of seven questions about students' reasons for choosing IBDP; their ideas about IBDP, its implementation in their schools and IB learner profile; and how they see themselves about the learner profile.

3.4.3. Observation Form

An observation form (see Appendix H) was used to better record the classroom situations. In order to be focused on the aims of the study during the observations, this form included the ten attributes; the environmental conditions supporting or blocking these attributes; and the observed behaviors of students. The first draft of the form was composed by the researcher and discussed with the supervisor. Then, the expert opinions of curriculum and instruction (n=6), Turkish education (n=1), IB teacher (n=1) and qualitative research methods (n=1) between the dates February 21 and March 2, 2016, were taken. Most of the experts found the form appropriate and did not suggest any revisions whereas one of them suggested using a more structured form for comparing the situations in different classrooms. However, as the aim of the study was not comparing, rather it was describing the situations more comprehensively, this suggestion was not considered. In addition, the expert had concerns that it would be so hard to observe classrooms (especially the crowded ones) with this form. Nevertheless, the IBDP classrooms in the schools were not so crowded (circa 15

students). Additionally, after the pilot observation (one hour) on November 29, 2016, in a 12th grade IBDP classroom, it was decided to use the form as it was.

3.5. Data Collection Procedures

After the development of the data collection instruments, informed consent forms both for the administering the Scales and conducting the interviews (see Appendix I) were developed in order to inform the participants about the study and take their permissions. Moreover, as the students were under the age of 18, forms for parents (see Appendix J) to confirm their permission for their children to participate in the study were also prepared. With the help of these forms, the approval of data collection instruments was obtained from the Middle East Technical University Human Subjects Ethics Committee (see Appendix D). Later on, the necessary permissions from Directorate of National Education, Ankara (see Appendix E) for the schools in Ankara and the Ministry of National Education (see Appendix K) for the schools in other cities were taken. Then, the permissions from schools were also taken for gathering the data. Finally, the researcher herself contacted people via e-mail or phone for arranging the data collection date and time.

For administering the Scale in two of the schools in Ankara, the researcher visited the classrooms at the appointed times. First, she introduced herself and the study to the participants. Then, the informed consent forms were distributed. Although the scales and the consent forms were at different papers, some students felt uncomfortable while writing their names on the consent forms. After the explanation of the researcher that forms will be collected separately and after they saw the questions of the Scale, they felt more comfortable. Nevertheless, as the researcher would conduct interviews with some students chosen due to their results of the Scale, she asked students to write down on the Scale first and third letters of their mothers' name and last two digits of their mothers' birth year. In this way, it was aimed not only to make students feel more comfortable; but also to have the opportunity to determine the students which will be interviewed. Some students asked as if they can write directly their names rather than codes and the researcher let them do if they feel more comfortable in this way. If there

were still students not voluntary for the participation, the Scale was not given to them. In addition, some students did not want to complete filling the scale, at that situation the half-loaded scales were taken and excluded from the study. Finally, the researcher distributed small chocolates to motivate the students for filling the scale, which made them so happy. However, chocolates were given to the ones who did not want to participate as well in order not to make pressure on the participants.

The Scale administering was conducted between the dates January 14 – 24, 2017 by the researcher in order to note the required information about the data collection procedure (for the other applications) and provide more information to the students about the study. Some students asked for further explanations for some questions like the meaning of some words (as the instruction language was English in one school, students had difficulty in some words) and the researcher made needed explanations to them. Students responded to the Scale circa 20 minutes during their lesson time in their classrooms and for preventing the data loss, the scales were directly collected from participants, right after they completed them.

For the administering of the Scale in other cities, a set of instructions (see Appendix L) was written in order to inform the teachers and administrators in those schools. As the researcher was at the classrooms and noted the confusing parts of the Scale in the previous applications, these parts were clearly explained in the instruction for teachers to help students during the administering. For example, most of the students confused semesters with years. For this reason, it was requested from teachers to explain this to the students clearly. In addition, teachers were asked to fill the little forms asking information about the school name, group name, the total number of students in this group, number of students filled the scale, date of application and difficulties during the administration in order to increase the validity and reliability of the study. Between the dates May 2 and June 16, 2017, packages with the scales, informed consent forms, parent permission forms, application instructions and application information forms were sent to and retrieved from five schools at four cities (two from İstanbul, and one from Mersin, Erzurum, and Bursa) via cargo. Finally, one school in Ankara also administered the Scale by themselves using the same packages. 250 IBDP students

were reached during the data collection. However, after the elimination of the unfinished or problematic scales, the sample of the study comprised 239 IBDP students from the selected IBDP schools.

For the interviews, students were chosen according to their total scores they got from the Scales (from the highest, middle and lowest scored) also considering their gender and areas of study. The researcher read the codes in the classroom and asked who they were. Although students asked why they were chosen, general information like according to the answers given to the questions was given. These students were invited to the interviews but some were not at the school that day or did not want to participate. Then, some other students with the same characteristics and volunteer were involved. One student asked to be involved by her/himself so that s/he participated as well.

After selecting the participants, parent permission forms (for their parents to sign) were given to the students and time schedules for the interviews were set. Most of the interviews were conducted when the students were in their free time, whereas for some interviews students were taken from their lessons with the permission of the teachers. Face-to-face interviews were conducted individually with the students in silent places like empty classrooms or teachers' rooms. However, in some cases, it was not possible to find any empty classrooms and a few interviews were conducted at the corridors of the schools. In such cases, most silent places and times (lesson times) were chosen. Interviews with students lasted 7 to 15 minutes.

For the teacher interviews, appointments were taken from volunteer teachers either face-to-face or via e-mail. In one school, one teacher coordinated the time schedule for the interviews and informed the researcher about the situation. Teachers were mostly interviewed in their private rooms or in teachers' rooms. If these places were not available, face-to-face individual interviews were conducted with the teachers at the empty classrooms or corridors at silent times and teacher interviews lasted 14 to 33 minutes.

The researcher introduced herself at the beginning of the interviews and mentioned the ethical issues to the participants like their right to stop at any time they want. Then, with the help of the questions about personal information, participants warmed up to the interview. Interviews were conducted between the dates December 12, 2016, and January 23, 2017, and recorded by voice recorder with the permission of the participants. Interviews were conducted in Turkish and direct quotations in the results section were translated into English contextually.

Lastly, 40 hours classroom observations were conducted at the same two schools between the dates November 29, 2016, and January 24, 2017, with the help of the observation form. First, the course schedules were taken from the coordinators in order to specify the courses to be observed. The appointments were taken with the help of these schedules and the visits to classes were done following the course hours in the schedules. As the 12th grade students were mostly studying for the university entrance exam, most of the observations were conducted at the 11th grade in different areas of courses (4 hours maths, 3 hours TOK, 2 hours physics, 2 hours statistics, 8 hours chemistry, 4 hours English, 2 hours BİYESS, 7 hours Turkish, 4 hours ECON, 4 hours Biology) in order to satisfy the variation again. Since the principles of the schools informed the teachers about the observations, they all welcomed the researcher. Although some teachers were uncomfortable at the beginning because of their English for example, after some time they got used to the researcher as she spent her free times at the teachers' room chatting with them. Similarly, before starting the observations, the researcher introduced herself to all classrooms and spent some time with the students at the breaks in order to answer their questions. In addition, the researcher emphasized both to the teachers and students that she was there not for judging them rather for describing the general classroom situation. During the observations, the researcher sat at the backside of the classroom and tried to take notes of the attributes observed at a notebook. While taking notes, the researcher focused on the items of the Scale and the observation form and tried to describe the situations as much as possible. Later, a fair copy of the descriptive notes of the observations was composed by using the observation form. As the students were familiar to the guests (other teachers,

principals, etc.) in their classrooms, they welcomed the researcher as well. The data collection process was completed by June 16, 2017.

3.6. Data Analysis Procedures

After the data collection process, the data gathered were re-controlled and cleaned by excluding the problematic ones. Then, the quantitative ones were entered into the Statistical Package for Social Sciences (SPSS) and labeled by the researcher. Recorded interviews were saved to the computer and transcribed for data analysis. So, both quantitative and qualitative data became ready for the analysis.

The quantitative data gathered via the Scale were analyzed using the SPSS 22.0 Package Program and α -level of .05 was used for the analysis. In relation to the research questions, both descriptive and inferential statistics were used. Firstly, the data were checked for missing values by performing Missing Value Analysis (MVA) at SPSS in order to see whether they were exceeding 5% and there was a pattern of them. The results showed that missing percentages of the items were between .0 and 1.7, which was under the criteria (5%) of having similar results regardless of the procedures chosen for handling missing values (Tabachnick & Fidell, 2012). In addition, Little's MCAR test showed that a random pattern was followed by the missing values as the result of the test was not significant ($p > .05$). For this reason, it was decided to save the missing values while calculating the mean values of the factors and "exclude cases listwise" while conducting the analysis due to their random distribution and fewness in number.

Table 3.10. presented the data analysis and the related research questions. Quantitative data gathered via the Scale were analyzed by descriptive and inferential statistics. For determining the level of IBLP attributes acquisition, percentages, means, and SDs were used. On the other hand, in order to reveal the influence of different variables on the acquisition of IBLP, Multivariate Analysis of Variance (MANOVA) was used as it has greater power to "detect whether groups differ along a combination of dimensions" (Field, 2009).

Table 3.10.

Research Questions and Data Analysis Procedures

<i>Research Questions</i>	<i>Data Analysis</i>
<i>Quantitative Data</i>	
1. At what level do IBDP students acquire attributes specified in the IB learner profile and do different variables influence the acquisition of IBLP?	Descriptive Statistics: Percentages, Means, SDs
1.1. To what extent do the students acquire IB learner profile attributes?	Content Analysis: Themes and Codes
1.2. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of IB years?	Inferential Statistics: MANOVA
1.3. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of gender?	Inferential Statistics: MANOVA
1.4. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of attendance to pre-IB?	Inferential Statistics: MANOVA
1.5. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of attendance to previous IB?	Inferential Statistics: MANOVA
1.6. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of their subject areas?	Inferential Statistics: MANOVA
1.7. Is there a significant difference in the acquisition of attributes specified in the IB learner profile in terms of intention to study abroad?	Inferential Statistics: MANOVA
<i>Qualitative Data</i>	
2. What are the IBDP students' and teachers' views on different aspects of the IBDP?	Content Analysis: Themes and Codes

For the first research question focusing on the acquisition level of the IBLP attributes, both descriptive statistics of the Scale and content analysis of the observations were combined. For the sub-questions, six different one-way MANOVAs were run for each independent variable in order to reveal the influence of independent variables (gender, IB years, attendance to pre-IB, attendance to previous IB, subject areas and intention to study abroad) on the acquisition of the LP. This was because no correlation was found between the independent variables or it was because there were not enough cases to show the relationships. For example, there was no 2nd year student in IBDP and attended to both pre-IB and previous IB programs. For this reason, the analysis was conducted one by one for all the independent variables. In addition, the dependent variables were five factors of “The Acquisition of IBLP Scale” that were cognitive

skills, principled, open-minded, caring and communicator. For the second research question focusing on exploring the IBDP students' and teachers' views on different aspects of the IBDP, data gathered via teacher and student interviews were analyzed by content analysis to identify the concepts and themes and their relations (Yıldırım & Şimşek, 2011).

In order to analyze the qualitative data, after the observation notes are clarified and the transcription of the data word by word, the texts were read carefully for understanding the general aspects. With the help of this, the researcher became familiar with the data and had the opportunity to think of some codes and themes. After the coding of a course observation notes, and a teacher and a student interviews by the researcher, they were sent to three other researchers for the coding in order to check inter-coder reliability. Then, the codes were discussed between the experts and a consensus about the codes was reached. Agreement percentage between the three experts and the researcher was circa 80%, which was acceptable according to Miles and Huberman (1994). Later on, all other observations and interviews were coded by the researcher with the help of inductive coding meaning that the coding system was developed after the data collection process as there was no existing framework for the coding (Marshall & Rossman, 2006). In other words, the patterns, codes, themes, and categories come from the data rather than being decided prior to the data gathering or analysis in the inductive analysis (Patton, 1990). Additionally, during the coding process, the coding phrases, who were preferred to be short but explanatory, were changed from time to time when better phrases were found. The notable quotations were highlighted during the coding. Finally, the codes were categorized under the themes due to the aim of the study. While presenting the results, these codes and themes were supported with the direct quotations which were highlighted during the coding.

3.7. Limitations of the Study

This part covers the external and internal validity threats and the ways to get over these threats.

3.7.1. External Validity Threats

External validity was defined as “the extent to which the results of a study can be generalized” by Fraenkel and Wallen (2009; p. 104). For this reason, quantitative data were tried to be gathered from a large number of participants from different parts of Turkey. However, there were a limited number of IBDP students and some of them participated in the pilot study of the scale development process. In addition, during the data collection process, some IBDP schools were closed and the permissions for the application were gathered lately due to the state of an emergency situation in Turkey. Because of that, it was hard to reach to 12th grade students due to the university entrance examination. Even in these circumstances, the data were gathered from 239 students from eight schools in five cities, whereas the total number of students was circa 1500. As being a nation-wide study, the results could be generalized to the IBDP students enrolled in the 2016-2017 academic year.

For the transferability of the qualitative data, quotations were used to describe the experiences better during the presentation of the data; which was called thick description. Additionally, all procedures and the process of the study were explained in a detailed way in the methods part. Finally, both the interviews and the observations were conducted in varying samples in order to provide the broadest range of information (Lincoln & Guba, 1985).

3.7.2. Internal Validity Threats

Fraenkel and Wallen (2009; p. 169) mentioned that if a study has internal validity, “any relationship observed between two or more variables should be unambiguous as to what it means rather than being due to ‘something else’”. In order to ensure internal validity, certain threats tried to be controlled in this study were subject characteristics, location, data collection tools, data collector characteristics, and testing.

Firstly, participants were selected carefully by considering their gender, grades and subject areas. Additionally, for the scale administering, location (cities) was also considered; whereas for the interviews students’ scores got from the scales were

considered. Secondly, the researcher visited the classes during the lesson times for finding most of the students at classrooms. Also, classes were visited more than one time for the ones not at school in data collection days. For the other cities, time duration was enough for the data collection from the possible participants. In this way, it was aimed to equalize the unintended differentiation of participants.

The location would create some unwanted differences in participants' views as well. For this reason, the scales were administered to the students in their classrooms where they were familiar. Additionally, interviews were conducted in empty classrooms or places arranged for the interviews (silent and comfortable places). For preventing the threats of data collection tools, different kinds of tools were used for the triangulation. By gathering data from scales, interviews and observations, helped the researcher to control the consistency of findings. Besides, while developing the data collection instruments, the understandability and clarity of the instruments were checked in various ways such as expert opinions, group discussions, and pilot studies.

In order to prevent data collector characteristics threat, most of the data were gathered by the researcher herself. Only scale administering in other cities was done by the principles of the schools. In these cases, the researcher connected directly to the principles and explained the study in detail. In addition, a detailed instruction was written and sent to them including the foreseen questions and announcements for the participants. Finally, pilot and main data collection participants were different in order to prevent the testing threat, which was making practice on the first test and improving yourself for the second test (Fraenkel & Wallen, 2009).

For the credibility of the study, in addition to the triangulation mentioned before, prolonged engagement, persistent observation, peer debriefing, member checks, and reflexive field notes were used. To start with, the researcher was at the schools for observations nearly half a semester (two months) which helped the researcher to build relationships and trust with the participants for the scale and interviews. It also helped to gather a wide range of data for the observations. In addition, observation form and scale helped the researcher to be focused on the aims of the study during the

observations. Furthermore, the researcher always made discussions with other researchers when needed (like inter-coder reliability discussions) and all the data and details were discussed with the supervisor and Thesis Committee participants. Finally, the researcher noted the important experiences during the data collection processes (scale administering, interviews, and observations) as reflective field notes at the end of the days (Lincoln & Guba, 1985).

CHAPTER 4

RESULTS

This chapter presents the results of this study under two main parts. The first part reveals the acquisition level of attributes in the International Baccalaureate Learner Profile (IBLP) and the variation of acquisition in terms of selected variables (IB years, gender, attendance to pre-IB and previous IB programs, subject areas, and intention to study abroad). In the second part, results related to the different aspects of the International Baccalaureate Diploma Programme (IBDP) from teachers' and students' perspectives are presented.

4.1. Acquisition of Attributes in the IBLP and Variation of Acquisition in Terms of Selected Variables

Under this title, the results related to the acquisition level of attributes in the IBLP are presented by means, SDs, and percentages. These results are based on the 239 participants' responses to "The Acquisition of IBLP Scale" and the observation field notes of the researcher. Then, the results in relation to the variation of acquisition in terms of selected variables (IB years, gender, attendance to pre-IB and previous IB programs, subject areas and intention to study abroad) are presented. These results are based on the Multivariate Analysis of Variance (MANOVA). The explanatory factor analysis of "The Acquisition of IBLP Scale" showed that there are five dimensions named as cognitive skills, principled, open-minded, caring, and communicator. It was seen that inquirer, knowledgeable, thinkers, risk-takers and reflective attributes specified by IB were combined in one dimension, named as cognitive skills; and balanced and principled attributes were combined in principled dimension.

4.1.1. Acquisition of Attributes in the IBLP

The results of "The Acquisition of IBLP Scale" showed that IBDP students think that they acquired caring skills ($M=4.20$, $SD=.58$) more than communication skills

($M=4.16$, $SD=.61$), cognitive skills ($M=3.93$, $SD=.48$) and principled ($M=3.74$, $SD=.61$) skills. Moreover, findings indicated that they acquired being open-minded ($M=3.67$, $SD=.60$) the least. In addition, the results related to the acquisition of the skills under each dimension are summarized and presented in the following subsections by basing on the descriptive statistics of “The Acquisition of IBLP Scale” and the observation field notes of the researcher, together.

Cognitive Skills. As seen in Table 4.1., the mean scores of the items are ranging between 3.34 and 4.36 on a five-point scale. When the mean scores of the items were examined, it was seen that students neither agree nor disagree that they acquired the ability of making research for acquiring more knowledge than presented in lessons (Item 1) ($M= 3.34$, $SD=1.02$) so that they think they acquired this skill the least. On the other hand, they strongly agreed that they acquired item 33 ($M=4.34$, $SD=.77$), 46 ($M=4.44$, $SD=.74$), 51 ($M=4.36$, $SD=.81$) and 52 ($M=4.31$, $SD=.76$) and they think that they acquired the item of wanting to have enough information about a case, have a versatile point of view about it, and be able to present different perspectives (Item 46) ($M=4.44$, $SD=.74$) the most. Finally, they agree that they acquired all other skills expressed in the following items; Item 6, 7, 10, 11, 16, 17, 23, 25, 26, 27, 29, 31, 32, 41, 42, 43, 44, 45, 47, 50.

Table 4.1.

Percentages, Means and Standard Deviations of Items in Cognitive Skills Dimension

Items	1*	2*	3*	4*	5*	M	SD
1. Usually, I do not content myself with the knowledge presented in lessons, rather I make research for acquiring more knowledge.	4.6	14.6	34.3	34.7	11.7	3.34	1.02
6. As I think every knowledge is useful, I read all the sources I can access.	1.7	5.5	25.6	41.2	26.1	3.84	0.93
7. I ask high-level questions as I look at things critically.	1.3	4.7	28.8	41.9	23.3	3.81	0.89
10. I try to identify my strengths and weaknesses by analyzing my experiences.	0.4	5.5	15.5	41.6	37.0	4.09	0.88
11. By applying the newly gained theoretical knowledge, I make it permanent.	0.0	7.7	28.5	46.4	17.4	3.74	0.84
16. I reflect on my learning process (what I learn easier, how I learn easier, etc.)	2.9	10.0	22.2	35.6	29.3	3.78	1.07

Table 4.1. (Continued)

17. I try to choose a different topic while everybody chooses similar ones for projects or assignments.	3.4	8.9	29.2	30.9	27.5	3.70	1.07
23. When I learn something new, I think on what this knowledge contribute to me.	2.9	6.3	23.4	40.2	27.2	3.82	1.00
25. As I am curious about the things happening around me, I question their essence.	0.8	2.1	16.5	41.8	38.8	4.16	0.83
26. Since I consider getting information as an intellectual investment, I go into details of every topic.	3.3	8.8	35.6	29.3	23.0	3.60	1.04
27. I evaluate a topic from different aspects by producing theses and anti-theses about it.	2.9	6.3	31.1	42.0	17.6	3.65	0.94
29. I prefer to write creative answers rather than classical ones in the examinations.	2.9	11.7	25.5	29.7	30.1	3.72	1.10
31. I am happy to spend time in places where I can learn new things (library, bookshop, etc.).	2.9	8.4	18.8	35.6	34.3	3.90	1.06
32. When I learn something new I associate it with my existing knowledge.	0.0	4.6	13.5	40.9	40.9	4.18	0.84
33. I try to find evidence which helps me support an idea I generated.	0.4	1.7	10.5	38.7	48.7	4.34	0.77
41. I produce new things by thinking on new ideas.	0.8	3.4	25.6	39.5	30.7	3.96	0.88
42. While our teacher is explaining a topic, I am happy to share extra information about it.	3.8	7.1	18.8	34.7	35.6	3.91	1.08
43. In order me to believe that information is correct, I have to confirm it from different sources.	1.7	8.0	24.9	43.9	21.5	3.76	0.94
44. When a question is asked, I try to answer it by myself rather than waiting for an answer.	2.5	10.1	27.3	39.5	20.6	3.66	1.00
45. I know how research should be conducted (which sources to be used, how the data gathered to be applied, etc.)	0.8	4.6	15.1	42.7	36.8	4.10	0.88
46. I want to have enough information about a case, have a versatile point of view about it, and be able to present different perspectives.	0.4	1.3	8.4	33.9	56.1	4.44	0.74
47. I consider where and how the newly attained information can be used.	0.8	2.9	18.1	43.7	34.5	4.08	0.85
50. I take part in the solution of complex problems.	0.8	7.6	24.4	38.2	29.0	3.87	0.95
51. When I encounter a situation (question, case, etc.), I wonder about the alternatives of the situation and question "what would it be if it was so".	0.8	1.7	10.9	33.9	52.7	4.36	0.81
52. I make inferences by making different inquiries since I consider cases from different perspectives.	0.4	2.9	8.8	41.4	46.4	4.31	0.76

*% of 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree, 5: Strongly Agree

On the other hand, during the classroom observations, it was seen that some of the IBDP students *like to make research*. For example, in Statistics class, one of the students wondered about the topic given as homework and searched for it in the

classroom. Then, he wanted to share it with the classroom but the teacher did not give permission to that. However, observation results showed that teachers tried to motivate students for making a research by giving research homework, asking students to search before consulting their teachers and being model to students. Some reflections from classroom observations:

Statistics (School A)

While explaining the Pearson and Spearman Correlations, the teacher didn't complete the topic and wanted students to search it at home by saying "One of the tests is for paired groups and the other unpaired. Google and find it".

Turkish (School B)

One of the students asked what "handsome" means and the teacher motivated students to look up the dictionary by saying "Don't you have dictionaries?" One of the students searched on the mobile phone and told the answer. Sometime later, another student asked "Teacher, what does "color" mean?" and the teacher warned again by saying "We use dictionaries and search". One other student corroborated by saying "Let's use a dictionary, use technology".

Moreover, students think that they acquired the ability of wondering about the alternatives of a situation or a question (Item 51) ($M= 4.36$, $SD= .81$). Classroom observations also supported that finding. It was observed that while trying to understand the logic of the situations or interested in the exceptions, students generally *think of the alternatives*. For example, while explaining the pressure topic in a chemistry classroom (National Curriculum Integration), one of the students could not understand the solution of the problem and asked the question again. After the teacher explained it one more time, she tried to understand by focusing on the variation of the result by asking "Would it [pressure] be equal if we waited for a while?" Similarly, in Biology and Environmental Sciences (BIYESS) course, one of the students asked "What about human eating an elephant?" and the teacher responded "Of course there are exceptions".

Additionally, students agreed that they ask high-level questions as they look at things critically (Item 7) ($M=3.81$, $SD=.89$) and as they are curious about the things happening around them, they question their essence (Item 25) ($M=4.16$, $SD=.83$). Observation results also supported that finding. It was observed that students *ask*

critical and essential questions that their teachers liked or found too much in-depth.

Some reflections from classroom observations:

Statistics (School A)

While explaining regression, one of the students asked “If there is a negative relation, why don’t you write $-1 \leq x \leq 0 \leq x \leq 1$?” The teacher liked the question and answered as “This is a very good question but regression is about probability. We will do it in correlation.”

Turkish (School B)

While analyzing a book, one of the students thought that the discourse of the writer is opposite to the literary movement of that time and asked “Teacher, the sea symbolizes the freedom, so isn’t it opposite to “Garip” literary movement?” The teacher explained by saying “No, no. It only associates. It doesn’t symbolize. Do not think that much in-depth.”

BIYESS (School A)

-Student: If everything has a reason to be in the world, what is the reason of marsh?

-Teacher: It is a transition.

Furthermore, observation results showed that students *ask reflective questions* like “Teacher, how would it be helpful for us?”, “What have we done wrong?” or “What is the reason for doing this in this program?” in order to better understand the topics or analyze their learning processes. This is similar to the scale results at which students agreed that they consider where and how the newly attained information can be used (Item 47) ($M=4.08$, $SD=.85$) and they reflect on their learning process (Item 16) ($M=3.78$, $SD=1.07$). Observations also showed that teachers try to encourage students to think about their learning by asking questions such as “What have we learnt today?”, “How is it going?”, “Do you understand?” and “Does this make sense?” In addition, they also make activities in the classrooms for making students think about their own learning. For example, in an English classroom, the teacher asked students to write down their ideas about the topics “What I have learnt”, “What is wanted to be asked” and “Distracting things” and post it to the wall. One of the students asked whether they have to write their names and the teacher responded as “Not necessarily” as the aim of the activity was not giving points rather making students think on their own learnings.

Students agreed that they are happy to share extra information about a topic, while their teacher is explaining it (Item 42) ($M=3.91$, $SD=1.08$). Observation results also supported this result as it was seen that students like to *ask for more questions or share extra information during the lessons*. Some reflections from classroom observations:

Chemistry (School A)

One of the students asked to share information about something she read and wanted to show a video about it. Teacher supported her and said “Of course. After this, you can.”

ECON (School B)

The teacher gave an example about smoking and one of the students searched for countries’ rankings of smoking percentages and shared this in the classroom.

Turkish (School B)

-Student 1: Kids, keep in mind, “frank” means key.

-Student 2: In which language?

-Student 3: Kurdish (Laughing).

-Student 4: It’s enough. Why are you making fun of my community? (It was like making fun as well).

-Teacher: Can you please read the paragraph where you see frank?

After Student 1 read, teacher: Do you think the meaning of frank is key here?

-Student 1: No, but it has that meaning too. I said for them to know.

-Teacher: OK. But don’t make others misunderstand.

Furthermore, students strongly agreed that they try to *find evidence which helps them support an idea they generated* (Item 33) ($M=4.34$, $SD=.77$). Observation results promoted that finding. For example, it was observed in the chemistry classroom that the teacher made an activity for developing this skill and students managed that appropriately. The teacher gave models to students and asked “Which one will be the best for 3 charge centers?” Then students tried to find out the answer by linking the atoms to each other in different ways. Students performed the models in pairs and they explained why they did by this way. In the end, the teacher wanted students to find common ground and give a common answer. One of the students performed a different model so that they discussed on this model and she supported her model by trying to find out evidence. As another example, in a Turkish classroom, teacher prompted

students to try to find pieces of evidence which helps them support an idea they generated via the dialogue given:

-Student: Do we need to explain the “Garip” literary movement?

-Teacher: IB doesn’t want every information that isn’t necessary to be presented. Just present the required ones.

-Student: OK, then can we give examples from the verses?

-Teacher: Yes, sure. First criticize, then support with quotations... It is important to support what we see via evidence.

In addition to these, observation results also showed that students gained some other skills like *analytical thinking* or *problem-solving* in terms of cognitive skills dimension. For example, in language lessons, students analyze literary texts and try to reveal the underlying meanings. In an English classroom, students analyzed the subliminal messages in the text by giving impressive examples whereas, in a Turkish classroom, a student revealed the situational irony in the text by saying “It is ironic that there is a matter of honor but also there are whorehouses”. Similarly, it was also observed that students solve their problems easily. For example, in an English lesson, the internet in the classroom was not working properly and students made their research via their mobile phones in front of the windows as the internet connection was better there. Teachers provide opportunities for students to develop these skills by organizing activities or warning them. For example, in Turkish classroom, the teacher warned students to explain the reasons behind the analyses results by saying “Author preferred... in the text. He made this because of ... This makes readers think ...”. For creative thinking ability, one of the teachers suggested students use question marks (?) as pop-ups and make an activity like that or another teacher criticized them about making the same presentations in Turkish classroom.

Furthermore, the results of the observations showed that students are *not afraid of trying* and they *learn from their mistakes*. For example, in the math classroom, one of the students wanted to ask a question to the teacher but her friend said “Forget about it. Let’s try” or one of the students asked “Can we give values from our minds to these alphas and do it like that?” and the teacher confirmed by saying “It is very reasonable”.

As seen from the examples below, observation results showed that teachers encouraged students for trying as well.

Physics (School A)

-Teacher: What do you think about the unit of friction? I think you can find from this formula.

Chemistry (School B)

It was written on the board that “vdw forces increase with the number of electrons since they work by temporarily induced charges” and the teacher asked “Why temporarily?” Two students raised their hands but one of them seemed to be hesitating. Then, the teacher said “Aslı knows and Buğra wants to guess”. After Aslı told the answer, Buğra said “I was also thinking the same” and the teacher encouraged him to answer next time by saying “This is good. So you are making good guesses”.

In a chemistry course, one of the students answered his friend's question and he added that he knows it because he had asked the same question before and he added “We learn from our mistakes”. In order students to improve themselves in terms of these skills, teachers provide opportunities by letting them see their mistakes at homework or exams. As an example, after chemistry examination, teacher motivated students to correct their mistakes by saying “If you rewrite the answer with the help of your mistakes you have done in the exam, I will give full points. You will get half-point from each correction you made so that you have a chance to repeat and learn better”. However, as seen from the example below, it was also observed that some students could not acquire this skill although teachers try to make them acquire.

Chemistry (School B)

When one of the students couldn't answer the question completely and said “I don't want to finish it wrongly”.

-Teacher: It is OK to make a mistake.

-Student: No, when you are wrong, you feel yourself down.

-Teacher: No. We are learning from our mistakes. The more you make a mistake, the more you learn.

Results of the observations also showed that students mostly *try to be involved in the lessons and use their knowledge from varying areas or disciplines*, which surprised teachers sometimes. For example, in BIYESS course, when the teacher asked “What happens to light hitting the ground?”, one of the students answered “Emission,

reflection, observing” and the teacher said “I guess you will not know it. This is so sexy”. Similarly, one of the students answered a question about religious ceremonies and the teacher surprised and said “How do you know that? This is interesting”.

Moreover, it was observed in the classrooms that students are *free to make criticisms*, they *try to understand the logic behind the questions or solutions* and they *try to learn by making connections between previous and new topics*. It was observed that students mostly criticize themselves, their friends or their teachers in addition to the working principles of programs. For example, students criticized the grading of the teacher while they were also criticizing their performance during the debate activity in ECON classroom. In order students to learn criticizing, teachers guide them by making them criticize their own and friends’ presentations in Theory of Knowledge (TOK) courses. They also write reflection papers for texts in Turkish courses. Some highlights from classroom observations:

Math (School A)

One of the students criticized the working principle of the program and asked “OK, then why didn’t the program give it in order?” and the teacher said “It has its own algorithm”.

Chemistry (School A)

Two students couldn’t agree on the solution of the question and had the following dialogue.

-Student 1: OK, normally I’m wrong because I’m careless, but this time I’m right.

-Student 2: OK. I didn’t say anything.

Sometime later...

-Student 2: I want to say something. I’m not trying to prove that you are wrong but I think this will be like that.

-Other students: Yes, we think so.

-Student 1: Yes, I did it wrongly. Sorry.

In terms of *trying to understand the logic behind the solutions*, observation results showed that students try to learn the new information by understanding its logic or they do not credit to superstitious behaviors. For example, in an English classroom, the teacher said “Come, come, come. We must do totem” for a snow holiday and one of the students said “Teacher, don’t believe in these superstitions”. Students also try

to understand the logic of the topics by asking compelling questions like the dialogue below.

Chemistry (National Curriculum Integration) (School A)

After explaining the answer of the question, the teacher asked “Is it okay?”

-Student 1: One minute, I couldn’t understand.

The teacher explained again...

-Student 2: From where did we find three?

-Student 3: Is the total of volumes equal to the total of pressures?

-Teacher: I explained it yesterday.

-Student3: OK, if it had waited, would it be equal?

For students to better understand the logic behind, teachers not only explain the reasons by saying “This is because of this:...”; but also they make students explain their solutions by saying “When you solve the question, please explain it like me.” For example, in a chemistry classroom, the teacher explained the topic by saying “Because the proton number increases, the electron number decreases. So the melting point increases in metals, opposite to non-metals.” or she used the materials such as eraser and pencils to explain electron movements and bonds when one of the students could not understand from the explanations.

Observation results also showed that teachers encourage students to think and understand rather than memorize as students will forget when they memorize but they will learn when they understand. Teachers used similar quotations like the ones given below for motivating students to think and understand.

Statistics (School A)

-Teacher: Hey guys, do not memorize anything. Just try to understand.

-Teacher: Use your brain. OK?

-Teacher: I don’t remember this number because I don’t memorize them, I’m trying to understand.

-Teacher: No more memorization, please understand.

Math (School A)

-Teacher: Understand the logic behind rather than memorizing the formulas. There are 30 formulas. Which one can you memorize?

For students to understand, teachers also assist them for thinking and making inferences by asking questions like “If the slope is steeper, what would happen?” and

“LPG burns much more cleanly than petroleum or diesel. What is the reason for that one?” As students will learn better when they find the answer by themselves, teachers provide opportunities for them to think and make inferences rather than memorize. Some reflections for making students finding out the answers from classroom observations:

Chemistry (School B)

-Teacher: Please write down what we have talked.

-Student: Write which one (on the board)?

-Teacher: No, do not copy the board. Write what you understand from what we have talked. When you come down the period what happens and why this happens? Please write down this and if you can't write, please ask help from me.

Turkish (School B)

-Teacher: Are the tones at the beginning and end of the poem same?

-Student: No, there is pessimism later on.

-Teacher: From where do we understand that?

In terms of *making connections between previous and new topics*, students agreed that when they learn something new, they associate it with their existing knowledge (Item 32) ($M=4.18$, $SD=.84$). Observations results also supported that finding to some extent. It was observed that students try to learn by making connections between topics if they remember the previous topics. In other words, although students have difficulty in remembering previous lessons according to teachers, if they do, they relate new information to the older ones. A highlight for connecting new information to the existing knowledge is:

Statistics (School A)

One of the students tried to compare ANOVA with regression and correlation topics and wanted to explain the cause-effect relationship. The teacher made the student find out the answer by asking him questions. Similarly, in association topic, one of the students said “It is like regression but another kind” and another student added “It is also probability”. The teacher said “I have to look at it. Oh no, you will look at it. It is an assignment.”

On the other hand, observation results showed that students have difficulties to *make connections between new and previous topics* as they could not remember the older information. TOK teacher criticized that by saying “You are like “Eternal Sunshine of

the Spotless Mind”; whereas statistics teacher warned them by saying “Keep on reviewing your statistics notes”. In addition, teachers also guide students to make connections by saying “Remember what you have done before” and “Let’s remember the trends in periodic table” or making activities for students to link the topics. For example, in ECON classroom, while explaining the “Market Failure” topic, the teacher showed a short video to the students and he stopped the video and explained the important parts by focusing on the relationships between topics from the beginning of the semester till now.

In addition to difficulty in making connections between new and previous topics, observation results also showed that students are *not familiar with the local culture*. In other words, although the program aims to balance the local and global issues, it is observed in the classrooms that some students have problems about cultural awareness. For example, while watching a Turkish movie in Turkish classroom, the teacher asked if they recognized the actor by saying “You know Genco Erkal. Right?” and the student got surprised and said “Is he Genco Erkal?” or another student got surprised when he saw the man in the movie biting the cube sugar before drinking tea. However, it was observed in the classrooms that teachers try to get over this problem by making connections between other cultures and their own culture by saying “In this book, especially when we compared it with our culture, we found a lot of similar properties.” or “Girls are trained to be a good wife. This is the same in our culture. We can talk about this”.

Observation results also showed that school structures and curriculum opportunities are appropriate for students to develop their cognitive skills in terms of *library and laboratory lessons* and *providing local and global education opportunities*. For example, once a week, students make their mathematic courses, which is called mathematic exploration, in the library. In addition, there are also laboratory lessons in which students design laboratory experiments and make research. It was also attention taking that there are lots of books, other students’ homework for IBDP, subject reports and laboratory work reports at the laboratories. Moreover, students also have the opportunity to learn both local and global topics in terms of technology and curriculum

activities. For example, all students had laptops, tablets or smartphones and internet access so that they can enter the activity system via the password that the teacher gave them. Some lessons were somehow online in this way and students have the opportunity to take place in cross-border activities. Furthermore, there are universal topics in the texts like “political correctness” and “global and local life” and students have the opportunity for attendance to international activities. By this way, it was aimed to teach students not only their own culture but also other cultures. For example, ten students and two teachers were attending the United Nations’ activity in the Netherlands the following week. Some more reflections from classroom observations:

ECON (School B)

One of the students asked if they can discuss it through Turkey as an example but the teacher said “Turkey can be just a part of it but not the all. Because this is a global topic.”

Turkish (School B)

Students asked what was meant by locality to their teacher and the teacher tried to explain it by giving examples. However, students objected to their teacher as the examples were not local but international.

-Teacher: Like hopscotch.

-Students: It is everywhere teacher.

-Teacher: Like Cry Baby Bubble Gum.

-Students: It also exists.

According to observation results, teachers try to help students to develop their cognitive skills by *motivating them to think, involving their ideas in the classrooms, giving feedback to them* and *motivating them for scientific thought*. It was observed that teachers *motivate students to think* by asking high-level questions or warning students about thinking by asking questions like “Why short stories are different from novels?”, “Why are the weather details important?” and “What do you think happened to boiling when you come down the period?” For example, in an English classroom teacher wanted her students to think about their project more in-depth by asking “What is the impact you want? Please think about the effect of your advertisement on society? What other impacts will there be on the society, on the individual?”

About *involving students' ideas in the classroom*, it was observed that teachers mostly ask students' ideas about the topics which make students feel that they are responsible for their own learning. For example, in a TOK classroom, students were not listening the lesson and teacher asked them how the lesson will be more effective or in an English classroom, the teacher asked students if the lesson plan is appropriate for them. However, the opposite was also observed. As an example, in an ECON classroom, students wanted to choose their own groups and arguments but the teacher rejected by saying "I will". One of the students objected and said "I do not want to..." but the teacher did not accept anyway and said "I am sorry but welcome to real life".

Observation results also showed that teachers *motivate students for scientific thought* by making laboratory classes and scientific activities or asking them to prove with pieces of evidence like asking them to record their activities as a proof by saying "For a proof, record it. The proof is everything." Some highlights from classroom observations:

Chemistry (School A, National Curriculum Integration)

One of the students who couldn't understand the topic said "Actually, if there was something visual, we would understand". Then, the teacher said "OK, let's do it at laboratory and show".

Biology (School B)

In the laboratory design classroom, students have chosen topics like "effect of sport on breath change". Because of that, students brought yoga mats to the classroom and made exercises in the classroom. Then, they measured their breath and recorded the measurement results.

Finally, observation results also showed that teachers *give feedback about students' progress and topics* by saying "You got it. Everything good" or "I want you to get the big picture" in order students to develop their cognitive skills. In this way, students also learn to criticize themselves. For example, in an ECON classroom, the teacher announced the debate grades and explained why the first group got higher grades by saying "Let me explain why because Ayla wants details." He focused on the good research conducted and good communication during the debate while explaining and mentioned that they are better than last year. Similarly, in a Turkish classroom, teacher

consoled the lower achievers by saying “The ones who got lower grades don’t worry about it. It seems we are lack of knowledge in these aspects. They need to be developed by reading”.

Principled. Two sets of skills of IBLP are grouped together, in principled dimension. Thus the descriptive analysis, as seen in Table 4.2., indicated that the mean scores of the items are ranging between 2.76 and 4.27. When the mean scores of single items were considered, it was seen that students neither agree nor disagree that they acquired the ability of not leaving their work to the last minute by managing their time and working in a disciplined way (Item 2) ($M=2.76$, $SD=1.13$); whereas they strongly agreed that they acquired the ability of not making anyone else to do their jobs (Item 12) ($M=4.27$, $SD=1.04$). They agreed to all other items under this dimension (Item 15, 20, 30, 35, 39, 49).

Table 4.2.

Percentages, Means and Standard Deviations of Items in Principled Dimension

Items	1*	2*	3*	4*	5*	M	SD
2. I do not leave my work to the last minute by managing my time and working in a disciplined way.	15.5	24.7	35.6	17.2	7.1	2.76	1.13
12. I do not make anyone else complete a task assigned to me in the classroom or school.	3.8	3.3	11.7	24.3	56.9	4.27	1.04
15. I try to be moderate in everything I do.	2.1	7.9	28.5	36.8	24.7	3.74	0.99
20. I know my limits (in terms of learning, skills, etc.) and I try to do my best within these limits.	2.9	5.9	15.5	42.7	33.1	3.97	0.99
30. I try to adapt to the social norms in order to live in a peaceful environment.	1.7	3.8	15.3	39.8	39.4	4.11	0.92
35. I try to adapt to the world we live in.	3.3	9.6	27.2	35.1	24.7	3.68	1.05
39. I do not leave a task unfinished.	4.7	13.2	25.5	32.3	24.3	3.58	1.13
49. Before doing something, I consider whether it’s ethical or not.	5.0	7.5	18.0	38.9	30.5	3.82	1.10

*% of 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree, 5: Strongly Agree

Students agreed that before doing something, they consider whether it is ethical or not (Item 49) ($M=3.82$, $SD=1.10$) and the classroom observations also supported this claim. It was seen during the observations that students *pay attention to the ethical issues* both in academic and social affairs. For example, in a TOK classroom, the

teacher suggested students note the questions on the board for using them as examples by saying “If I were you, I would write these questions and use them in my presentations”. However, one of the students misunderstood and as he considered the ethical problems, he asked “Can we? I thought we have to write them on our own”. Then the teacher explained by saying “Of course, you will change some”. Similarly, in a Biology laboratory design classroom, one of the students wanted to study on “swimming” but did not want to be seemed as if she stole her friends’ idea so that before starting, she asked her friends if anybody else was working on this topic.

On the other hand, it was observed that students had difficulties in terms of *not leaving things unfinished; managing their time, and being balanced in their studies*. For example, although students agreed that they do not leave a task unfinished (Item 39) ($M=3.58, SD=1.13$), it was observed in a mathematic class that one of the students who could not solve the problem said “I quit trying, my friend. As if we could do it”. Students also agreed that they try to be moderate in everything they do (Item 15) ($M=3.74, SD=.99$), but it was observed that they prefer to study their favorite lessons more than others. For example, in a Turkish classroom, one of the students criticized her friend about being unbalanced in her studies by saying “If this girl studies other lessons as much as she studies literature, she will get 45 from IB”. Finally, the observation results showed that students have discipline and time management problems, which is similar to the scale results as students neither agreed nor disagreed that they do not leave their work to the last minute by managing their time and working in a disciplined way (Item 2) ($M=2.76, SD=1.13$). For example, in a statistics classroom, students asked their teacher if it is possible to send the document in the presentation and the teacher mentioned that everything was on the internet but it expired because they didn’t download it on time. Similarly, in an English classroom, one of the students complained about not managing his time well by saying “Three weeks left but there is no term project yet”.

Although the observation results showed that students have some problems in terms of gaining principled skills, it was observed that teachers and schools support their students in order to become more balanced and principled persons by trying to teach

them *not leaving things unfinished; healthy life requirements; doing things at the correct time; managing time; ethics and respect*. Teachers try to make students to *finish the task they started* mostly by giving it as homework or using time more effectively. Some highlights from classroom observations:

TOK (School A)

Students were not following the video shown and when the teacher asked the reason they said it is because it is out of earshot. Then, the teacher told them to listen at home.

Chemistry (School A)

-Student 1: Teacher, is it finished?

-Teacher: No, I will finish and let you go then.

Both school conditions and teachers try to provide opportunities for students to take care of their health for a balanced and healthy life. For example, School A coordinates lunch as soup, two kinds of meal and yogurt; whereas School B provides water tanks at every corridor for students to take water for their bottles. Moreover, teachers also give directions and advise for a healthy life. For example, in a BIYESS classroom, the teacher explained to students how to lose weight by saying “1. Cardio for 40 minutes, 2. Coldwater mornings, 3. Don’t eat breakfast right away”.

Teachers also try to *teach students time management and doing things at the right time*. In order to teach time management, teachers give timelines explaining what to do at which week or guide students to arrange their work and time needed for that work. For example, in an English classroom, teacher talked about how many weeks and which requirements were left till the end of the semester. She also arranged the tasks and times for these tasks day by day. Similarly, in a Turkish classroom, the teacher made students to make arrangements about the time and their duties by saying “Determine the task that you can finish today and behave accordingly”.

For *teaching students to do things at the right times*, teachers mostly warned students about their misbehaviors. For example, in a statistic classroom, the teacher warned the students laughing among themselves by saying “We laugh together when we make jokes together. Its time and place are important”. Similarly, in an English classroom,

the teacher warned students talking in Turkish by saying “This is an English practice classroom” or warned other students studying for another course by saying “Whenever I turned around, it is always economics” and took the book.

Finally, teachers tried to *teach ethical concerns* and *being respectful to others* by explaining them the ethical issues and advising them to behave how they wanted to be behaved. As an example for teaching ethical concerns, in a Biology classroom, the teacher told students that they can benefit from their book while they are designing their laboratory experiment but it will never be copied from the book and pasted. She added that there are also examples for laboratory experiment in the book but advised students not to use them directly as she also knows most of them. In order to teach students to be respectful to others, teachers advised students to behave how they wanted to be behaved. For example, in a BIYESS classroom, one of the students was not listening to his friend and the teacher warned him by saying “If you don’t respect your friend, they won’t respect you”.

Open-minded. The mean scores of the items are ranging between 1.85 and 4.61, in open-minded dimension (Table 4.3.). When the mean scores of the individual items were examined, it was seen that students disagreed about having a certain world view and living accordingly (Item 38) ($M=1.85$, $SD=.91$). In addition, they neither agreed nor disagreed that they have prejudices in certain issues that no one can dispel (Item 21) ($M=3.05$, $SD=1.21$). Moreover, they agreed that they try to understand the ideas that are contrary to the ideas they believe in (Item 34) ($M=4.00$, $SD=1.05$); whereas they strongly agreed to all other items under this dimension (Item 9, 13, 24).

Table 4.3.

Percentages, Means and Standard Deviations of Items in Open-minded Dimension

Items	1*	2*	3*	4*	5*	M	SD
9. I respect individuals from different cultural, economic or social environments.	1.3	0.8	4.2	23.4	70.3	4.61	0.73
13. I try not to prejudge people I've just met, new ideas and events.	3.4	3.0	5.9	33.9	53.8	4.32	0.96
21. I have prejudices in certain issues that no one can dispel.**	13.5	17.3	32.9	23.2	13.1	3.05	1.21
24. I try to be tolerant of any person regardless of who s/he is.	2.5	3.0	13.9	32.5	48.1	4.21	0.96
34. I try to understand the ideas that are contrary to the ideas I believe in.	4.6	4.2	14.7	39.5	37.0	4.00	1.05
38. I have a certain world view and I live accordingly.**	43.7	32.8	19.3	3.4	0.8	1.85	0.91

*% of 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree, 5: Strongly Agree
 **Reversed Item

As mentioned before, students neither agreed nor disagreed that they have prejudices in certain issues that no one can dispel (Item 21) ($M=3.05$, $SD=1.21$), which is similar to the observation results. Classroom observations also indicated the dialogues between students on prejudices of some and being against the prejudice of others. Some sample dialogues from classroom observations on having or not having prejudices:

Turkish (School B)

-Student: We didn't comment because we are men, not pony.

TOK (School A)

While students were watching sample TOK presentations, one of the students thought that the students in the video are so young and then scorned by saying "These are young". Another student reacted and said "People achieved lots of things in their early ages".

On the other hand, it was observed that some other students were *open to different cultures* and *against racism*. This is consistent with the findings of the descriptive analysis showing that students strongly agreed that they acquired the ability of respecting individuals from different cultural, economic or social environments (Item 9) ($M=4.61$, $SD=.73$). A highlight from classroom observations supporting this view:

TOK (School A)

The person in the video was a black person and one of the students got surprised and said “This was a negro”. Another student reacted by asking “So what? Are you racist?” Then she said “No, I just wondered how it could be a white person with Nigeria accent”. After some time, she reacted to her friends as they were laughing at the accent of the person in the video and said “They speak fluently but they have an accent and this is so normal”.

Additionally, it was also observed that students are mostly *open to new ideas, solutions, and perspectives*. For example, they suggested me to observe not only the linguistic courses but also the numerical courses in order to gain different perspectives. This is because one of the students was helping me and I was observing only the courses she was taking. As she was taking only the linguistic area courses, other students worried that I will gain one side perspective. Similarly, one sample dialogue from classroom observations:

Chemistry (School A; National Curriculum Integration)

-Student: Teacher, I tried another way.

-Teacher: It is OK. You can use this way too.

-Student: But I couldn't find it.

After the teacher explained...

-Student: Himm, I missed that point.

-Teacher: I used this way because it asked one by one.

-Another student: We can't find it one by one with the other way. Right?

-Teacher: No, we can't.

Observations also showed that students gain these skills because their teachers and curriculum support this. It was observed that teachers try to make students open-minded by letting them *gain different perspectives and make their decisions*. Similarly, topics in books are also helpful for students to improve themselves. For example, teachers use different TOK books in their lessons for making students gain different perspectives. In addition, they let students answer questions in varying ways and prevent them from being prejudice. Some reflections from classroom observations:

Turkish (School B)

As students had concerns about the different interpretations of the poem in the examination, the teacher mentioned that they will get points in anyhow if the theme is correct and they can defend the topics properly.

Turkish (School B)

After watching the movie “A Season in Hakkari”, the teacher advised students to read the book as well by saying “Watching the film doesn’t prevent to read the book. Doing both provides us the opportunity to gain different perspectives”.

Moreover, observations showed that teachers *let their students make their own decisions* in order to become open-minded. In this way, students both have the opportunity to search for new things and learn to be respectful to others’ decisions. For example, in TOK and English courses, they had the opportunity to choose their presentation topics. English teacher asked them to be open to new and varying topics by saying “You are free to choose your context. But please don’t choose all of you the first one”. Additionally, she also showed her respect to her students, who are very messy and declare this by saying “We are living in a mass. Our house is also like that”. She said “Then I respect it. I respect your choices. I can’t live like that but I respect it”.

Finally, some topics in the books were also suitable for teachers to help their students acquire open-minded attribute. For example, in English course, there was a text about being against bias, whereas, in Turkish course, another text, named as “Reflection of the past to one’s life”, was focusing on the rebuttal of judging someone according to his past.

Caring. Descriptive analysis, as seen in Table 4.4., shows that the mean scores of the items are ranging between 4.06 and 4.39 in caring dimension. When the mean scores of individual items were examined, it was seen that students strongly agreed that they acquired item 3 ($M=4.29$, $SD=.81$), item 14 ($M=4.26$, $SD=.87$), item 36 ($M=4.22$, $SD=.91$) and item 37 ($M=4.39$, $SD=.92$), whereas they agreed to all other items under this dimension (Item 5, 22, 28, 48).

Table 4.4.

Percentages, Means and Standard Deviations of Items in Caring Dimension

Items	1*	2*	3*	4*	5*	M	SD
3. I react when I see people's unjust behaviors.	1.3	1.3	10.5	40.8	46.2	4.29	0.81
5. I keep tabs on the issues (problems, developments, etc.) in my country and the world.	1.3	3.8	14.3	43.0	37.6	4.12	0.88
14. I care about the topics related not only to me but also to society.	1.3	4.2	7.6	40.7	46.2	4.26	0.87
22. I think on local or universal topics (human rights, education, economy, etc.) whether they are related to me or not.	1.7	6.3	14.2	39.7	38.1	4.06	0.96
28. I am sensitive to the environmental issues.	2.5	2.9	15.5	37.4	41.6	4.13	0.95
36. I do not hesitate to react against authority when I think it is necessary.	0.8	4.2	14.7	32.8	47.5	4.22	0.91
37. I am aware of the experiences and needs of groups with different backgrounds (income, social class, ethnicity, etc.).	2.5	2.5	7.1	29.0	58.8	4.39	0.92
48. I want to participate voluntarily in social responsibility projects (book donation, school construction, etc.).	3.4	8.4	10.9	29.0	48.3	4.11	1.11

*% of 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree, 5: Strongly Agree

In terms of caring dimension, it was observed that students were *sensitive to others' needs and sensitiveness, trying to understand people from different groups and care about justice*. More specifically, students show their *sensitiveness to others' needs* mostly by taking care of others' health and caring about social norms. For example, students warned their friends about the illness of another student by saying "Duru is sick so can we close the window" or one of the students was sitting far away from her friends and one of her friends asked "Why are you away?" and she explained that it is because of her illness. Moreover, one of the students made fun of his friends' laughing and another student warned him by saying "It is not polite to make fun of our friends' laugh". On the other hand, although students mostly demonstrate caring behaviors, there are some who could be careless and insensitiveness. As an example, in the laboratory design activities, students got help from their friends in order to conduct the experiment. However, one student could not find anyone to help her. So she had a problem with the activity. Although the teacher suggested some names to her, she said that she asked all but they did not want to cooperate.

Moreover, observation results showed that students *try to understand people from different groups and make empathy* as they strongly agreed that they are aware of the experiences and needs of groups with different backgrounds (Item 37) ($M=4.39$, $SD=.92$). For example, in a Turkish classroom, one of the students made empathy with the character of the novel and said “I felt sorry for Ahmet Celal, actually” and one of her friends reacted that as he thought the characters’ situation was so normal. After, he said “Aslı, why do you say this? You could also have been born there. Why are you this much insensible”. Aslı got sorry and said “No, it isn’t like that”.

On the contrary, it was also observed that some students acquired the ability of empathy or understanding the needs and feelings of people from other groups lesser. More specifically, it was observed that some students made fun of people from other ethnicities or other socioeconomic statuses. As an example, in a Turkish classroom, there was a poem describing poverty but students could not understand that and made fun of both the poem and the poverty. The teacher reacted by saying that they will understand some points better when they go to the villages within the scope of their Creativity, Action, Service (CAS) activities at the end of the 11th grade.

Most of the students strongly agreed that they react when they see people’s unjust behaviors (Item 3) ($M=4.29$, $SD=.81$) which is consistent with the observation results. It was observed that students *react to the unethical or unjust behaviors* of their friends or their teachers as demonstrated in the following examples:

Chemistry (School A)

At an activity, the teacher mentioned that the group to finish first will be the winner but some groups started to the activity before the others. For this reason, students from the group who gathered the materials at last reacted to this situation. However, the teacher didn’t pay attention to that and the first group became the winner.

BIYESS (School A)

When one of the students made a joke to his teacher, his teacher threatened him as he didn’t like the joke and this dialogue occurred.

–Teacher: I haven’t given the grades yet.

–Another student: This is illegal, you can’t do this.

–Teacher: I’m not doing anything.

-Student: You are threatening us.

Observation results also showed that teachers support students to become caring persons by *being a role model to them in terms of sensitiveness to others' needs* or *explaining the importance of sensitiveness to the environmental and social problems*. For example, in the TOK course, the teacher gave his book to one of the students as he did not have his. Similarly, physics teacher asked one of the students how she is now as she was not at school for three days due to illness before starting the lesson. In chemistry, the teacher saw that the ill student is feeling cold and she said "I'm sorry for you. Are you cold? Do you want me to give my coat to you?" Furthermore, teachers also try to attract students' attention to environmental problems and motivate them to be more caring. As an example, gasses damaging the ozone layer and the results of their usage were explained in the chemistry course. Also in BIYESS, a case about the cancer effect of insect killer (DDT) on soldiers was told. Finally, school regulations were also sensitive to environmental and social structures. It was observed that in one school, unannounced drills for the fire are conducted routinely where all students get out of the school when the bell rings.

Communicator. In terms of communicator dimension, the mean scores of the items are ranging between 3.65 and 4.60 as seen in Table 4.5. When the mean scores of individual items were examined, it was seen that students strongly agreed that they acquired item 4 ($M=4.28$, $SD=.85$), item 18 ($M=4.60$, $SD=.72$) and item 19 ($M=4.24$, $SD=.88$), whereas they agreed to the other two items (Item 8, 40).

Table 4.5.

Percentages, Means and Standard Deviations of Items in Communicator Dimension

Items	1*	2*	3*	4*	5*	M	SD
4. I talk to my teachers uninhibitedly in and out of the classroom.	0.8	2.5	13.0	35.3	48.3	4.28	0.85
8. I enjoy taking part in studies in which I can communicate with people.	2.9	6.7	14.3	34.9	41.2	4.05	1.04
18. I can discuss the topics that I have knowledge about.	0.8	1.7	3.8	24.4	69.3	4.60	0.72
19. I can communicate confidently even with someone very important (in terms of status, age, etc.).	1.3	3.0	13.1	36.3	46.4	4.24	0.88
40. When I refrain from saying my thoughts, I avoid questions to be asked by sitting at places that I cannot be noticed in the classroom.**	7.9	13.8	18.4	25.1	34.7	3.65	1.30

*% of 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree, 5: Strongly Agree

**Reversed Item

Observations results showed that students demonstrated communication skills mostly while *working together, talking to their teacher uninhibitedly and communicate confidently with whomever*. As students agreed that they enjoy taking part in studies in which they can communicate with people (Item 8) ($M=4.05$, $SD=1.04$), it was observed that they happily take part in pair works by sharing the workload or taking part in peer education. For example, in the math classroom, one student said to her friend “You will do one part and I will do one”. In a chemistry class, one student asked a question and her friend answered. Then, teacher motivated them by saying “Very good question, very good answer”. It was also observed that although teacher wanted students to study individually and said “Individually work on paper to see who knows that”, students preferred to study together so that teacher needed to warn again by saying “individually” in an English classroom.

Moreover, students strongly agreed that they talk to their teachers uninhibitedly in and out of the classroom (Item 4) ($M=4.28$, $SD=.85$), which was observed in the classrooms as well. Students behave their teachers like they are their friends and *talk to them uninhibitedly*. Some reflections from classroom observations:

Chemistry (School A, National Curriculum Integration)

One of the students confessed to her teacher that they were skipping school in previous years by saying “Teacher, may I confess something to you? I am going to talk for myself. Do you remember that your lesson with us was in the 9th grade? We (I and Ece) were cutting your class. They were so good days”.

ECON (School B)

Students learnt their teacher worked as a waiter when he was at high school. They wondered about it and asked private questions to him like “Where?” and “What was the highest tip you got?”.

Consistent with the results of the descriptive statistics at which students strongly agreed that they can *communicate confidently even with someone very important* (Item 19) ($M=4.24$, $SD=.88$), it was observed that even though students did not know who I am, they tried to communicate with me confidently. For example, after finishing an interview with a teacher at the teachers’ room, I was getting out of the teachers’ room and one of the students ventured and talked to me by saying “Your belt is very pretty. From where have you bought it”, although she had no idea about who I am.

School structures and activities in the books were also supporting teachers in making students to acquire communication skills. For example, there were no strict class groupings (grouping according to course selections) in schools, so students gain different friends at different courses and have the opportunity to communicate with different students. In addition, classroom structures are also different from each other but most of them are suitable for communication in terms of classroom arrangements. As an example, in an English course, the tables are square and students can see their friends’ faces while talking.

Finally, teachers and activities in the books provide opportunities for students to practice their communication skills. In the curriculum, there are activities like reality shows, speech, interviews, dialogues, discussion sessions and debates where students can acquire communication skills. For this reason, students strongly agreed that they acquired discussion skills (Item 18) ($M=4.60$, $SD=.72$). For example, in Turkish class, the teacher said “We will read a common book and discuss it. Every session one of you will lead the discussion”. Similarly, in ECON classroom, the teacher distributed

activity sheets and wanted students to work on it for a week then they will make a debate about ethical arguments next week. Moreover, in English, students made “Individual oral community exercise” in order to get ready for the presentations and oral examinations. For the internal assessment, there are oral examinations for which students get ready in 10-15 minutes and then talk about a picture for 10 minutes. First, they present the picture and then teachers ask questions. During these activities teachers also warned students about their communications. For example, in ECON classroom, one of the students talked impolitely and teacher warned him by saying “I’m here”. When the student apologized by saying “Sorry, sorry” the teacher warned him to improve his communication skills by saying “Do not apologize. Change your talking”.

4.1.2. Variation of Acquisition of IBLP According to Selected Variables

In order to reveal the variation of acquisition of the IBLP according to IB years, gender, attendance to pre-IB and previous IB programs, subject areas and intention to study abroad, the results based on the Multivariate Analysis of Variance (MANOVA) of the 239 participants’ responses to “The Acquisition of IBLP Scale” are presented in this part. Before conducting the analysis, the required assumptions were checked. The observations within each sample were done independently by researcher’s or other informed teachers’ attendance during data collection and the dependent variables were in interval/ratio scale as they were the mean scores of five dimensions of “The Acquisition of IBLP Scale”. As these variables were metric, the dimension scores were calculated by taking the average of every participants’ scores for each dimension.

For the univariate normality, the Kolmogorov-Smirnov and Shapiro-Wilk Tests’ results indicated that the normality assumption was violated for principled, open-minded, caring and communicator dimensions ($p < .05$). For the cognitive skills dimension, although the result of Kolmogorov-Smirnov Test was significant ($p < .05$), Shapiro-Wilk Test was non-significant ($p > .05$). However, according to Field (2009; p. 144) “... a significant test does not necessarily tell us whether the deviation from normality is enough to bias any statistical procedures that we apply to the data”.

Because of that, other tests of normality were also checked and the skewness-kurtosis values for most groups were between -3 and +3, indicating that the normality assumption was met (Tabachnick & Fidell, 2007). Only, kurtosis values for caring and communicator dimensions were 4.02 and 3.24 respectively, violating the normality assumption. Histograms showed that normal distribution was satisfied for cognitive skills and principled dimensions, whereas the distributions were negatively skewed for open-minded, caring and communicator dimensions. As normality tests are conservative (Field, 2009), skewness and kurtosis values and histograms were used as evidence of normal distribution. Although these values were showing slightly violation of normal distribution, it was concluded that the univariate normality was met.

Multivariate normality was checked by running norm test macro (DeCarlo, 1997) in SPSS and the result of Mardia's test was significant ($p < .05$), showing that the multivariate normality was violated (Tabachnick & Fidell, 2007). Then, in order to find out the multivariate outliers, Mahalanobis Distances were calculated and it showed that there were only three cases exceeding the critical value of $\chi^2(5) = 20.52$. These cases were examined one by one and no problem was found in terms of data entry or no evidence was found about participants to fill the scale without reading. For this reason, it was decided to keep the cases in order not to decrease the sample size (Tabachnick & Fidell, 2007). However, Mardia's test was run again without these outliers in order to see the violation of the multivariate normality was because of the outliers or not. As the result was still significant ($p < .05$), it could be concluded that the violation was not because of outliers. For this reason, it was decided to continue to the MANOVA due to its robust structure to moderate violations of normality when it was not because of the outliers (Tabachnick & Fidell, 2007), like in present study.

Finally, for checking the homogeneity of variance and covariance matrices, Box's and Levene's Tests were used. Box's Tests for homogeneity of variance-covariance resulted in a significant value ($p < .001$) only for attendance to previous IB (41.46); whereas it has non-significant ($p > .001$) values for gender (28.25); IB years (34.75), attendance to pre-IB (33.41); country choices for university (55.13); and area of study (11.24). Significant values indicated that observed covariance matrices of "The

Acquisition of IBLP Scale's factors were unequal across groups (Field, 2009). Nevertheless, as Box's Test is sensitive to non-normality, Levene's Tests were also examined and it yielded non-significant results ($p > .05$) for each dimension in the analysis of gender, previous IB and area of study. For the other independent variables, the results were significant ($p < .05$) in the third dimension for IB years; third and fourth dimension for attendance to pre-IB; and fifth dimension for country choices for university. For this reason, although Wilk's Lambda is the mostly preferred multivariate test (Hair et al., 2006), Pillai's Trace Test results were used in this study as it is more robust than Wilk's Lambda in case of the nonhomogeneous covariance matrices and unequal cell sizes (Olson, 1976).

4.1.2.1. Variation of IBLP Acquisition According to IBDP Years

In order to reveal whether there was a significant difference in the acquisition of attributes specified in the IBLP in terms of IBDP years (first and second-year IBDP students), data were analyzed by one way MANOVA. After the assumptions were checked, descriptive statistics were run to describe the participants' basic characteristics. Descriptive analysis showed that mean scores of second-year students were higher than first-year students for all dimensions (see Table 4.6.).

Table 4.6.

Results of Descriptive Statistics for IBDP Years and the IBLP

	N	F ₁		F ₂		F ₃		F ₄		F ₅	
		M	SD	M	SD	M	SD	M	SD	M	SD
1 st Year	162	3.89	.47	3.75	.61	3.60	.65	4.11	.61	4.14	.65
2 nd Year	71	3.98	.50	3.76	.60	3.83	.44	4.41	.47	4.21	.54

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

As seen in Table 4.7., MANOVA results showed that there was a significant difference between 1st and 2nd year IBDP students in the acquisition of attributes specified in the IBLP [Pillai's Trace (V)= .074, F (5,227)=3.61, $p < .05$, multivariate $\eta^2=.074$]. After the multivariate analysis, univariate analysis (ANOVA) was also examined. For the third dimension, as the Levene's test results were significant, alpha (α) level was

reduced to .04. Similarly, in order to reduce the Type I error rate, Bonferroni correction was used and the alpha (α) level was divided into five (number of dependent variables). So, the results of the univariate ANOVAs were evaluated at the $\alpha/5$ level of significance, which means $\alpha=.008$ for Factor 3 (F₃) and $\alpha=.01$ for the other four dimensions.

The univariate analysis showed that the IBDP year differences were significant for open-mindedness [F₃(1,231)=7.60, $p<.008$, partial $\eta^2=.032$] and caring [F₄(1,231)=13.14, $p <.01$, partial $\eta^2=.054$]; whereas it was not significant for other dimensions.

Table 4.7.

Results of MANOVA for the IBLP Scale by the IBDP Years

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(5,227)	F(1,231)	F(1,231)	F(1,231)	F(1,231)	F(1,231)
IBDP Years	3.61*	1.49	.01	7.60**	13.14***	.70

* $p < .05$, ** $p < .008$, *** $p < .01$

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

To sum up, results showed that second-year IBDP students think that they acquire the IBLP significantly more than first-year students. In addition, this acquisition was significant in terms of open-minded and caring dimensions; whereas not significant in terms of cognitive skills, principled and communicator dimensions.

4.1.2.2. Variation of IBLP Acquisition According to Gender

For determining whether there was a significant difference in the acquisition of attributes specified in the IBLP according to gender (girls and boys), data were analyzed by one way MANOVA and the same procedures, as mentioned above, were followed. As data analysis showed that no assumption was violated, further analysis was conducted. The results of descriptive statistics, as seen in Table 4.8., revealed that the mean scores of girls were higher than boys in principled, open-minded and caring

dimensions; whereas they were higher for boys in cognitive skills and communication dimensions.

Table 4.8.

Results of Descriptive Statistics for Gender and the IBLP

	N	F ₁		F ₂		F ₃		F ₄		F ₅	
		M	SD	M	SD	M	SD	M	SD	M	SD
Girls	130	3.88	.45	3.78	.59	3.78	.54	4.31	.50	4.14	.64
Boys	101	3.95	.51	3.69	.64	3.54	.66	4.05	.65	4.18	.60

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

Table 4.9. presents the MANOVA results showing that there was a significant difference between girls and boys in the acquisition of attributes specified in the IBLP [$V = .118$, $F(5,225) = 6.05$, $p < .05$, multivariate $\eta^2 = .118$]. For the univariate ANOVAs, Bonferroni correction was used to reduce the Type I error rate and the α level was set to .01.

Table 4.9.

Results of MANOVA for the IBLP Scale by Gender

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(5,225)	F(1,229)	F(1,229)	F(1,229)	F(1,229)	F(1,229)
Gender	6.05*	1.09	1.07	9.46**	11.85**	.21

* $p < .05$, ** $p < .01$

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

The univariate analysis for the gender showed that girls acquire open-minded [$F_3(1,229) = 9.46$, $p < .01$, partial $\eta^2 = .040$] and caring [$F_4(1,229) = 11.85$, $p < .01$, partial $\eta^2 = .049$] dimensions significantly higher than boys. Although it was not significant, girls ($M = 3.78$, $SD = .59$) acquired skills of being principled higher than boys ($M = 3.69$, $SD = .64$). On the other hand, boys ranked their acquisition of cognitive and communication skills higher than girls (see Table 4.8.).

4.1.2.3. Variation of IBLP Acquisition According to Attendance to Pre-IB Program

MANOVA was conducted to examine whether there was a significant difference in the acquisition of attributes specified in the IBLP according to attendance to pre-IB programs (attended and non-attended IBDP students) as no assumption was violated. The results of the descriptive statistics for pre-IB attendance, presented in Table 4.10., showed that the mean scores of non-attended IBDP students were higher than the ones who attended to the pre-IB program in terms of cognitive skills, principled and communicator dimensions; whereas they were higher at attended students in terms of open-minded and caring dimensions.

Table 4.10.

Results of Descriptive Statistics for Pre-IB Attendance and the IBLP

	N	F ₁		F ₂		F ₃		F ₄		F ₅	
		M	SD	M	SD	M	SD	M	SD	M	SD
Attended	100	3.89	.46	3.73	.57	3.81	.50	4.26	.45	4.13	.63
Non-attended	128	3.95	.50	3.74	.64	3.55	.66	4.15	.67	4.20	.60

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

MANOVA results revealed that there was a significant difference between attended and non-attended IBDP students to pre-IB program in the acquisition of attributes specified in the IBLP [$V = .062$, $F(5,222) = 2.93$, $p < .05$, multivariate $\eta^2 = .062$]. For the univariate ANOVAs, Bonferroni correction was used to reduce the Type I error rate and the α level was set to .01. As the Levene's Test results were significant at Factor 3 and 4, the α level was reduced to .008 for these factors.

Table 4.11.

Results of MANOVA for the IBLP Scale by Pre-IB Attendance

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(5,222)	F(1,226)	F(1,226)	F(1,226)	F(1,226)	F(1,226)
Pre-IB Attendance	2.93*	.79	.00	10.20**	1.94	.65

* $p < .05$, ** $p < .008$

F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring; F5: Communicator

The univariate analysis revealed that pre-IB program attendance made a significant difference only in the acquisition of open-minded dimension [$F_3(1,226) = 10.20$, $p < .008$, partial $\eta^2 = .043$]. For the caring dimension, the difference was not significant. On the contrary, for other dimensions, although the difference was not significant, non-attended students' mean scores were higher than those who attended.

4.1.2.4. Variation of IBLP Acquisition According to Attendance to Previous IB Programs (PYP or MYP)

In order to determine whether there was a significant difference in the acquisition of IBLP attributes according to attendance to previous IB programs like Primary Years Program (PYP) or Middle Years Program (MYP), one-way MANOVA was conducted after checking the assumptions. The results of the analysis showed that the assumptions were not violated. MANOVA results revealed that there was not a significant difference between attended and non-attended IBDP students to previous IB (elementary or middle) programs in the acquisition of attributes specified in the IBLP. As seen in Table 4.12., the results of the descriptive statistics revealed that mean scores of students attended to the previous IB programs were slightly higher than the non-attended ones in terms of principled and communicator dimensions and both groups had the same mean scores in terms of the cognitive skills.

Table 4.12.

Results of Descriptive Statistics for Attendance to Previous IB Programs and the IBLP

	N	F ₁		F ₂		F ₃		F ₄		F ₅	
		M	SD	M	SD	M	SD	M	SD	M	SD
Attended	58	3.92	.51	3.79	.61	3.62	.62	4.18	.62	4.32	.54
Non-attended	179	3.92	.46	3.73	.61	3.69	.59	4.20	.59	4.11	.63

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

4.1.2.5. Variation of IBLP Acquisition According to Subject Areas

For determining whether there was a significant difference in the acquisition of attributes specified in the IBLP according to MoNE subject areas (numerical and verbal) of students, MANOVA was conducted. As the assumptions were not violated, descriptive statistics were conducted. Numerical studies students' mean scores were slightly higher than verbal studies students in terms of cognitive skills, and principled dimensions; whereas they were slightly higher at verbal studies students than others in terms of open-minded, caring and communicator dimensions. Nevertheless, as the differences were slight, the result of the MANOVA was not significant (Table 4.13).

Table 4.13.

Results of Descriptive Statistics for Students' Subject Areas and the IBLP

	N	F ₁		F ₂		F ₃		F ₄		F ₅	
		M	SD	M	SD	M	SD	M	SD	M	SD
Numerical Studies	146	3.93	.48	3.75	.62	3.65	.62	4.14	.61	4.09	.66
Verbal Studies	60	3.89	.47	3.68	.60	3.66	.60	4.30	.54	4.26	.57

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

4.1.2.6. Variation of IBLP Acquisition According to Intention to Study Abroad

In order to examine whether there was a significant difference in the acquisition of attributes specified in the IBLP according to intention to study abroad (intending to study abroad, intending to study in Turkey and undecided), MANOVA was conducted. First, the assumptions were checked and it was found that no assumption was violated.

Then, the descriptive statistics (see Table 4.14.) were conducted and they revealed that the mean scores of IBDP students intending to study abroad were higher than the mean scores of the students who are undecided and/or intending to study in Turkey in terms of cognitive skills, principled and caring dimensions. For open-minded dimension, the mean score of the undecided group ($M=3.78$, $SD=.56$) was higher than intending to study abroad ($M=3.70$, $SD=.57$) and intending to study in Turkey ($M=3.43$, $SD=.69$) groups. Intending to study abroad group ($M=4.24$, $SD=.51$) had the highest mean score in terms of communicator dimension, followed by intending to study in Turkey ($M=4.04$, $SD=.66$) and undecided ($M=4.02$, $SD=.76$) groups.

Table 4.14.

Results of Descriptive Statistics for Intention to Study Abroad and the IBLP

	N	F ₁		F ₂		F ₃		F ₄		F ₅	
		M	SD	M	SD	M	SD	M	SD	M	SD
Turkey	39	3.74	.50	3.56	.66	3.43	.69	3.95	.61	4.04	.66
Abroad	140	3.99	.45	3.80	.59	3.70	.57	4.29	.53	4.24	.51
Not Sure/Decided	57	3.87	.48	3.73	.60	3.78	.56	4.14	.63	4.02	.76

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

MANOVA results showed that there was a significant difference in intention to study abroad in the acquisition of attributes specified in the IBLP [$V = .097$, $F(10,460) = 2.34$, $p < .05$, multivariate $\eta^2 = .048$]. For conducting univariate ANOVAs, Bonferroni correction was used to reduce the Type I error rate and the α level was set to .01. As the Levene's Test result was significant at Factor 5, the α level was reduced to .008 for that dimension.

Table 4.15.

Results of MANOVA for the IBLP Scale by Intention to Study Abroad

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(10,460)	F(2,233)	F(2,233)	F(2,233)	F(2,233)	F(2,233)
Study Abroad Intention	2.34*	4.80**	2.28	4.42	5.99**	3.55

* $p < .05$, ** $p < .01$

Note. F1: Cognitive Skills; F2: Principled; F3: Open-minded; F4: Caring, F5: Communicator

Results of the univariate analysis showed that in terms of intention to study abroad, there was a significant difference in the acquisition of cognitive skills [$F_1 (2,233) = 4.80, p < .01, \text{partial } \eta^2 = .040$] and caring [$F_4 (2,233) = 5.99, p < .01, \text{partial } \eta^2 = .049$] dimensions. For other dimensions, the difference was not significant. For the follow-up tests, Scheffé post hoc tests were conducted and the results for intention to study abroad indicated that students who think to study abroad significantly differed from those who want to study in Turkey in terms of caring dimension ($p < .01$).

4.2. IBDP Students' and Teachers' Views on Different Aspects of the IBDP

This section involves the results related to the second research question regarding different aspects of the IBDP from teachers' and students' perspectives gathered via the interviews and supported by the classroom observations when and where possible. The results are presented under five main titles that are general aspects of the IBDP, reasons for choosing the IBDP, students' and teachers' views on IBLP, strengths and weaknesses of the IBDP and suggestions for the implementation of the program.

4.2.1. General Aspects of the IBDP

Results of the interviews revealed that teachers labeled the program in general as unusual and worldwide. They mentioned that at the beginning they found the program weird and unexpected as it is different than they were used to. For this reason, they have to change their mindset and problem-solving strategies as well. Some highlights are as follows:

In the beginning, I can talk for myself, I prepare students for the university entrance exam very well, I solve questions very well but at the beginning, I was also getting stuck on the questions while trying to solve IB questions. Still, there are some kinds of questions that we are stuck on and surprised... It is very different. (T4)¹

Actually, when we compare IB schools in Turkey with those abroad, as we were also educated via the national curriculum, their views are a little bit different from our views. Well, we also learn this process newly. What should happen, how it should be... (T5)

Additionally, teachers emphasized the global and worldwide structure of the program basing on the universal aims. They emphasized the possibility of implementing the program in different cultures and the importance of its basic aims, one of which is providing communication between these cultures. They also mentioned that they liked the balance between global and local education opportunities provided by the program. Some example quotations are as follows:

Diploma Program was designed to be implemented all over the world. For this reason, there are positive impressions about its implementation in different cultural environments. In this respect, if you want to see your child somewhere in the world, studies in the context of this program can be taken as a reference...The goal of the program is anyway accepted by everyone. When you choose an individual from any country around the world, I don't think that s/he will say no to those goals. (T2)

It is also so different that this program [IBDP] was developed in 1968 and aims to provide communication between different cultures in the world, which is really necessary nowadays. This is indeed its main aim. Namely, to be a nonprofit organization [IBO], to show how different cultures can live together and to provide a common language with the help of a diploma program so that we can understand each other. From this perspective, this is an ideal program... In addition, what I like most is that it doesn't impose on anything, it pays attention to the local cultures as well. For example, the native language is considered very important, reading a lot of books in the native language, world literature... (T10)

Moreover, teachers described the program as a program designed to train the youth as "ideal" persons and the focus of the program as IB learner profile and 21st century

¹ Interviews were conducted in Turkish and were translated into English in a sense-for-sense manner.

skills. Teachers emphasized the skill-based structure of the program and the active learning methods used in order to help students acquire these skills. Some reflections are as follows:

Actually, this program is really designed for youth to be trained as ideal persons. But there will be some local problems in implementation... (T10)

Well, actually, when you get into this process, the first thing given to you and expected of you is to understand IB learner profile. (T1)

Because it isn't based on memorization, it focuses on learning by living, acquiring the 21st century life skills, being able to offer solutions to the common problems of our world, being creative... (T3)

Parallel with the teachers' views, students also described the aims of the program as training global citizens and students such as the ones described in the IB learner profile. They also mentioned that the structure of the program is appropriate for achieving the IBDP aims. Some example quotations are as follows:

Well, we aren't just doing it because it plans [to train] a bit more than the ideal student. The ideal person... It really suits this IB's world citizen scope and that is to say, it trains world citizens as well, I think. (S2)

Yes, the reason for the existence of IB is training such students but if you ask me, there is a misconception here. I think students must have these kinds of things [skills] before starting IB. Because, a two-year period is not enough to gain these. Instead, the group must already have these a little bit. These can be developed. IB is a place where they can develop these, actually. (S3)

To sum up, teachers highlight the unusual and worldwide structure of the program while describing the general aspects of the program. Additionally, both teachers and students emphasized that the program focuses on the IBLP and 21st century skills in order to train students as global citizens and ideal persons.

4.2.1.1. Comparison of the Program with other Programs (MoNE, IGCSE)

The interview results showed that teachers described the IB Diploma Program (IBDP) by comparing it with the National Program (MoNE High School Program-Turkey); whereas students compared it with both the National Program and the Cambridge

International General Certificate of Secondary Education (IGCSE) Program. Teachers mostly mentioned that the IBDP and the National Program are very different from each other in terms of philosophies, perspectives, topics, student profiles attending IBDP in Turkey; whereas, one of the teachers found them similar. More specifically, teachers mostly emphasized that the philosophy of the two programs are different than each other so that the student profiles are also differentiating. However, one teacher mentioned that the only differentiation between the programs is teaching strategies and they do not have difficulty in implementation. Some highlights are as follows:

I think it is very different from our education system [program] and actually what needs to be done in terms of education should be in this perspective [IBDP] and I also observe that while we are doing that, our students also realize how different this is. We are focusing on [solving] questions in MoNE. We try to make them solve as many questions as possible, but in IBDP we try to explain the philosophy, the logic of the things we are talking about. (T4)

Actually what we do in the National Program doesn't coincide with what we do in the IB... So believe me, there is no junction point... In terms of the student profile as well, the student profiles of the two sides are very different. Students in the National Program are always with their textbooks; whereas here they [IB students] try to write laboratory reports, they have extended essays... Well, these students make presentations in order to improve themselves. A gorgeous process. (T5)

We are freer at the 11th and 12th grades in terms of our program [IB program] but of course the MoNE program, actually they are not separate things. Only the technique... The MoNE also leans towards the IB recently. They want to implement the IB... So that we don't have difficulty. Perspective and process are the same. Hence, it isn't so compelling. But, IB is freer nevertheless; it is not a program stuck in such patterns. (T8)

In order to focus on the differences between two programs, teachers thought that the IB program is more appropriate for the National High School Program's aims and objectives than the National Program itself as it focuses on the skills more. In other words, teachers thought that both programs focus on the skills in general. However, within the in-depth analysis, it was seen that the National Program focuses on knowledge more than skills. One of the teachers explained this by saying:

When you look at this course, you can see that actually, this program [IBDP] is more appropriate considering general aims and objectives of MoNE program, I think. Why? Because, reading; reading comprehension; expressing yourself effectively; writing skills; actually all of them are included in this program. At the other program [MoNE], there is only teaching grammar and literature history. There is nothing else. (T1)

Table 4.16.

Comparison of IBDP and MoNE from Teachers' Perspectives

	IBDP	MoNE
Focuses on	skill development	knowledge
Prepares for	profession and life	examination
Oriented to	understanding and application	memorization and behavior
Exams include	open-ended questions	short answer questions
Aims are	clear	vague

Similarly, as also seen in Table 4.16., another teacher mentioned that the aims of the MoNE program are not clearly specified, so there is no consensus on the aims. Because of that, teachers have difficulty while making connections between the aims and the requirements of the MoNE program. On the other hand, the aims of the IBDP are clearer, which guide teachers during the implementation. The teacher mentioned that by saying:

Actually the aims of the program in MoNE are vague... There is no consensus [among teachers]. If you choose ten teachers randomly from MoNE program and ask them “At the end of four years, what kind of students would you like to graduate”, none of them will say a common thing. But if you choose teachers from IBDP, they will say clearly “an international perspective”. (T2)

Additionally, the results showed that teachers thought that IB program makes students gain life-oriented objectives and skills more and become more socialized due to the program requirements. As seen in Table 4.16., teachers also mentioned that the IB program focuses on skill development whereas, MoNE program focuses on knowledge; IBDP prepares students for their daily and further professional life whereas, MoNE prepares them for examinations; IBDP is oriented to understanding and application whereas, MoNE is oriented to memorization and behavior; and finally,

IBDP examinations are composed of open-ended questions whereas, MoNE examinations are composed of short answer questions. Some reflections are as follows:

When I think in general, I definitely think it [IBDP] prepares [students] for life much more. Our other system [MoNE program] doesn't prepare for life. So to say, we are treating students as if they were "archives" at that side. We are only storing. But they don't know where to use these anyway. Maybe, if you change the form of the question, they can't even answer the other one. But this [IBDP] really prepares for life, I think. According to me, it [IBDP] makes [students] reach the intellectual level. (T1)

Another situation is related to art. Art course in IBDP requires students to be active at every level of art production, every step from its philosophy to implementation and at the same time, be able to work individually and in groups, which is prerequisite for being trained as an artist. But art and music courses in Turkey are totally behavior-oriented. As they aren't implemented with the perspective of training artists, we can't make students begin the visual arts course with a high readiness level. (T2)

Because it [IBDP] is not a program preparing for the test, it is a program preparing for university life. This is the most attention taking part for me. These students are ready for university life, when they go to university. However, LYS [Turkish university entrance exam] graduates with the same university achievements, at the same department, cannot show the same achievements. Because they lost their high-level skills as they have been prepared for life with the short answer [multiple choice] questions, naturally, they think life is this. I think there is a difference here. (T11)

Additionally, teachers mentioned that IB is a program which helps teachers to improve themselves as well. Teachers stated that at the National Program, reading the books is enough for lecturing; whereas they need to study more for having a command of the topic and explain it properly. One of the teachers explained this situation by saying

Well it is really a very positive process for the improvement of the teachers. What happens at the National Program, the curriculum is known, you read, you go to a course and you lecture. But this isn't like that at IB. Without making research, OK, books are very good, yes there is a lot of things written in them but there are some parts that you can't explain it with the help of the knowledge you read in the book. You have to improve yourself. I know that I watched the video till two, three o'clock at night for a topic, actually for the HL [High Level] part. Fortunately, this year we do not have HL, we only have SL [Standard Level]. Last year, I had great difficulty in [lecturing] because I do

not have a command of [the topic], I have to improve myself in that direction so that I can give something to the students. (T5)

On the other side, students compared the IBDP both with the National Program and the IGCSE Program. The results showed that students thought that IBDP is more open to sharing; its instruction quality is better; and it adds different things than MoNE. They emphasized that they have the opportunity to work together with their friends at IBDP and they have different earnings than their peers attending the National Program. Some example quotations are as follows:

Because there isn't such sharing philosophy at National Program. But at IB, we can support each other by working together. (S1)

Well, the education quality is much better than the National Program. (S7)

...when we think about the long term, I think I have lots of gains compared to the other students who have only attended the National Program and haven't met with the IB. Maybe, I can't go up to first 1000 at YGS [University entrance examination]. Maybe, I can't go to the best universities but in the long run and at life, I think I will have lots of things that they don't have. (S2)

Additionally, students stated that the National Program is oriented to memorization and testing more than the IBDP and it doesn't teach questioning. Students emphasized that they get used to solving multiple-choice questions in the Turkish system and this restrains them from questioning. Some highlights are as follows:

When we think the National Program as tests; the IB is more like open-ended questions, I think. (S6)

I think it [IBDP] has a better thing than normal Turkish Education. As an example, breakdown of the atom, when you ask what happens, rather than [answering] as A, B, C, D, E choices, questioning why it really happens, gaining more information, and really developing this point of view. Entering into this thought. It's more like questioning, not knowing the answers. (S13)

On the other hand, one student compared the IBDP with the IGCSE program and mentioned that it is a harder program than the IGCSE and its examinations based on understanding more. He noted that he was able to answer the questions without reading all of the passages at IGCSE; whereas he needs to read all for the IBDP examinations.

Similarly, one other student compared the IBDP with all other programs he knows and stated that it is the hardest program for him due to its intensive load. However, he also added that the skills it adds cannot be gained with another program. One of them explained these by saying the following quotation:

I don't know a lot of programs but I know IGCSE from last year. It [IBDP] is harder than that, for example.... At IGCSE, for example, without reading the questions totally, I have that mistake, I read the first sentence, then I don't read the second and I answer [the question] and [the answer] is mostly correct. Here [IBDP], you have to read everything. Because, for example, I generally lost -1, -1, -1 from every question at the exams. Because I don't read the whole question. I learnt a new type of problem-solving or I don't know maybe I learnt to be more careful. (S8)

In summary, both teachers and students compared the IBDP with the National Program and they mentioned that the IBDP adds different skills to students like socializing, sharing and questioning. In addition, they also mentioned that the IBDP is more oriented to understanding, skills, application, professional life requirements and university; whereas the National program is oriented to knowledge, memorization, behavior, multiple-choice questions. Finally, teachers also emphasized the help of IBDP at teachers' improvement of themselves; whereas students emphasized the more compelling structure of the program when they compared the IBDP to the MoNE and the IGCSE.

4.2.1.2. Benefits of the IBDP

While explaining the benefits of the IBDP, teachers mostly mentioned the gains it provides. Teachers stated that it develops students in terms of experiences, self-confidence, self-knowledge, high level, and life-oriented skills such as effective communication, writing and empathy so that students have the assets. Teachers noted that with the help of this program, students have the opportunity to gain experiences which help them to get over their novitiate in terms of academic and professional life. In addition, students gain high level and life-oriented skills such as effective communication, writing and empathy. Teachers emphasized that they prop up this

program because of its achievement in developing students in terms of life and profession-oriented skills. Some example quotations are as follows:

Facing with this [professional and academic life requirements] is a very big benefit. The earlier students acquire specified experiences, the better they can perform the following ones. They can get over their inexperience, novitiate in terms of academic and professional life, at the Diploma Program. (T2)

When I think specific to mathematics, they [students] try to gain very high-level skills. They solve long process questions... They learn the topics as a whole. It isn't like that we finished this topic, then we are going to start the other topic. They are aware that every topic can be asked in another topic. (T11)

Moreover, teachers mentioned that students have the opportunity to gain self-confidence and self-knowledge during their education. As students have the opportunity to have different experiences they also gain self-confidence both in academic and non-academic life. In addition to self-confidence, they also gain self-awareness as the program provides non-academic learning environments as well. With the help of these environments, students learn to discover themselves, set their own goals and evaluate themselves. One of the teachers explained this by saying:

I work on the non-academic studies and I think it [IBDP] contributes a lot to students in terms of knowing themselves; setting life goals; evaluating themselves during their journey to these goals. I think this is very important, very very important in the life of young people. (T7)

Furthermore, teachers mentioned that the IBDP provides opportunities in terms of awareness-raising, adding different perspectives and values. Teachers also stated that with the help of the different books they gave students to read and different activities offered by the program, students have the opportunity to develop awareness, different perspectives and values. They also emphasized that even the teacher and student relationship gets a different structure in this program. More specifically, teachers become guides for learning rather than being the only source of information. Some example quotations are as follows:

It raises awareness. Books we assign them to read are from very different perspectives, ideologies and lives. Maybe, they read as many books as they

haven't read throughout their lives during this process. Hence, I think it has lots of benefits: cooperation, projects, working together, according to me. (T1)

However, in the previous teaching system, there was a mentality like teacher lectures, kids write it to their notebooks and in the evening they study at home. Now, I see that this wears off by IB. Students think, search, question, take risk, they express very well in their studies. So I think it is effective in general. (T6)

As a consequence of all of the skills gained with the help of the IBDP, teachers noted that students become more equipped as well. Teachers described the program as a program training well-equipped students if it is implemented properly. One of the teachers explained this as follows:

I absolutely believe that it trains well-equipped individuals. Well, if the implementation is really parallel with the requirements of the program; if a good configuration according to the students' profile is made in terms of both academic and non-academic studies and one by one studies is done, then it is really a program that helps becoming equipped. (T7)

Although most of the teachers mentioned the benefits of the program in terms of self-improvement, some others mentioned the more rational ones like having exemption at the university. Teachers expressed that one of the benefits of the program is that students have the opportunity to have an exemption from some courses. One of the teachers explained this by saying

I have a student who has become assistant of the statistic course at the first class in America with the help of the knowledge [he] gained from me, at IB. At the University of Michigan, there is no student who became assistant at the first class, before. (T11)

Parallel with the teachers' views, students also mentioned the benefits of the program as DP providing an opportunity to improve themselves integrally in order to be a good person. In other words, the program provides an opportunity for students to improve their personality, humanity, sociality and social identity. In addition, students also develop different perspectives, culture and skills with the help of the program. Finally, students mentioned that the internationally recognized diploma is also one of the benefits of the program.

About improving students integrally, one of the students emphasized the opportunities provided by the program for developing students' humanity and improving themselves as a whole. More specifically, the student emphasized the importance of the balanced structure of the program in terms of providing knowledge from various areas, developing skills and preparing for community service practices. Additionally, the IBDP adds different perspectives to the students and it helps students to improve their skills which they will need at university. They also have the opportunity to develop a culture during their education. In this way, they have the opportunity to find out their own. An example quotation is as follows:

The sides I see positive, how can I say, can we say that it makes someone more human? Because it is intended to help someone to improve as a whole. You learn something more or less in terms of scientific context... You improve in terms of mathematical context... IB aims to improve especially analytical thinking via TOK. It aims to make things more for society via CAS. For this reason, individuals improve themselves integrally, according to me. (S5)

Parallel with the teachers' views, students also mentioned that they gain self-confidence and edify themselves as a result of the skills improved. They emphasized that during their education they make lots of presentations which help them mostly improve their communication skills. So that they become self-confident in communication as well. Some highlights are as follows:

I gained self-confidence. Well, if we go and ask the Turkish teacher, at presentations we make, the first presentation we made and the one we made today... Am I perfect? Of course not. But even I realize the incredible improvement I had. It enriched my personality. So it provides more than lecturing. Test, only doing test, memorization, memorizing questions... It adds very different things to individuals. (S2)

Except that, well a different self, well in general, I am not someone who loves talking, there is also something like that... If it can be said at once, I generally prefer to say it at once. But in IB, it is really nice to have a habit of speaking in front of a person, with those presentations and things. (S5)

Moreover, one of the students also mentioned the importance of gaining an international perspective as a benefit of the program. She emphasized that TOK and CAS help students to gain social identity. They learn to question and break down

dogmatic thoughts in TOK courses; CAS activities teach them to find themselves; whereas they learn freethinking at all other courses. She noted that by saying

I think that IB is really a good program and first of all, it gives an international perspective. I think that actually these courses such as TOK and CAS have great importance at individuals' social identities. For example, the TOK course taught me questioning lots of things; breaking down dogmatic thoughts. Similarly, CAS course taught me finding myself during actions and service. But at the other courses, I also learnt freethinking. For example, before I didn't like mathematics but with the help of the point of view in IB, I learnt freethinking and not being afraid anymore. (S1)

Finally, like teachers one of the students also mentioned a more rational benefit of the program and emphasized that it provides an internationally recognized diploma. He also stated that it makes students get used to university life as the course structures of it is like the ones at the university; which was emphasized as a benefit of the program by the teachers as well. He explained this by saying

The diploma provides an opportunity for transition and an international diploma. This is a good thing. It makes you get used to university life. At the same time, the course structures are more like the ones at the university. (S7)

In conclusion, both teachers and students mostly mentioned the skill-based structure of the program so that its contribution to the improvement of the skills as benefits of the program. Both groups emphasized that the program helps students to gain self-confidence and it adds different perspectives and creates awareness at the students. In addition, teachers mentioned as a benefit of the program that it provides an opportunity for exemption from the courses at university due to its university-level education; whereas students stated its internationally recognized diploma as one of the benefits of the program.

4.2.2. Reasons for Choosing the IBDP

The results of the responses given to “The Acquisition of IBLP Scale” revealed that, as seen in Graph 4.1, mostly mentioned reasons for choosing the IBDP are gaining skills for the university (n=148); followed by providing better education (n=144) and desire to study abroad (n=141). In other words, most of the students chose the program

due to its opportunity in gaining skills for the university education and they preferred to attend to the program as they think that it provides better education compared to the National Program. Furthermore, most of the students mentioned that they have chosen the program as they want to study abroad. Another mostly mentioned reason for choosing the program is its English medium education opportunity (n=133) followed by job opportunities provided by IB diploma for further life (n=107); entering university without the Turkish university entrance exam (YKS) (n=56); transferring from one department to another in undergraduate (n=45); and other reasons (n=26). On the other hand, students mentioned that they preferred to attend to the IBDP due to their families (n=24) or preparation for the Turkish university entrance exam (YKS) (n=21) the least.

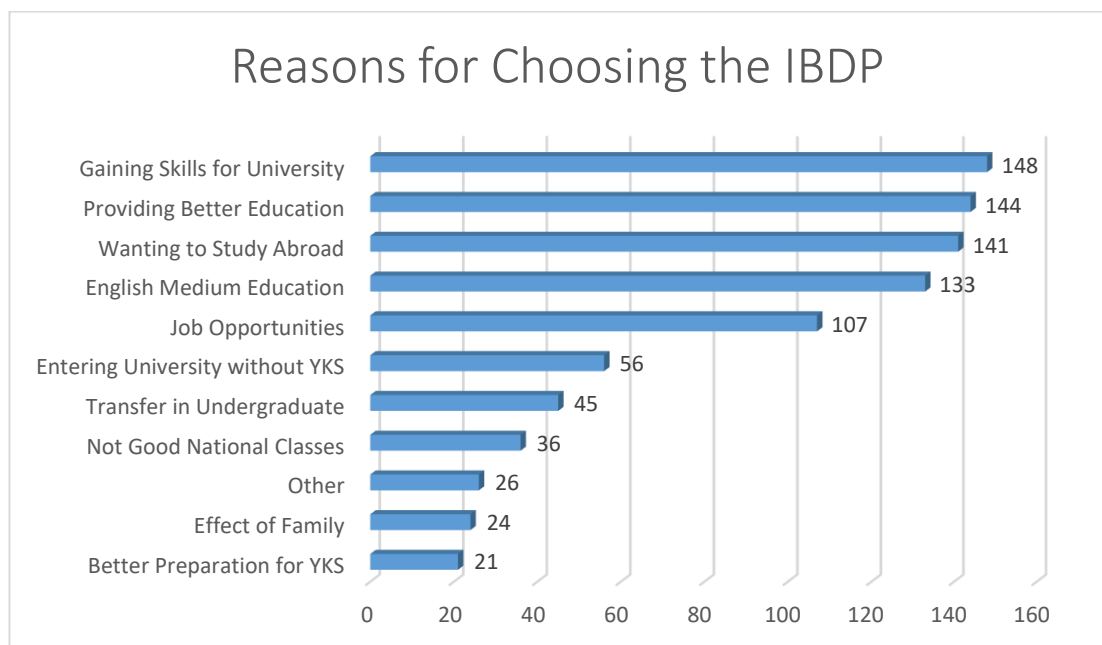


Figure 4.1. Reasons for Choosing the IBDP

Although the mostly mentioned reason was gaining skills for university at the IBLP scale, interviews with the students showed that they mostly focused on the second mostly mentioned item that is providing better education. In other words, some of the students mentioned that they do not like the National Program; whereas some others mentioned that they like the education approach of the IBDP and they found this

program more appropriate for their personality. Students mentioned that they do not like the test focused structure of the National Program and they do not find it appropriate for their skills. An example quotation is as follows:

My reason for choosing...Actually, they make a presentation to all the middle school students, for the first time at our school and I actually liked this "education system" [education program] very much there... (S6)

Well, how can I say, I don't like the memorization focused thing in our education system [program] and that test solving thing; and I can't do it as well. But for example, since the 9th grade, I have been a person that solve every question from the beginning with its proof. For this reason, I couldn't solve them very quickly. But well, I preferred IB as it is more appropriate for me from this perspective. (S5)

Additionally, students mentioned that the IBDP's opportunity for entering to the better universities is also a reason for choosing the program. One of the students explained this by saying

My reasons for choosing... Well when we look in general, people at the normal program, for example, have a very monotonous education and although they try very hard, the universities they will enter are much lower universities than we will enter after graduating from IB, when we look at the world ranking. So, according to me, it [IBDP] has more advantages. For this reason, I had chosen IB. (S7)

On the other hand, although the effect of the family (n=24) was one of the least mentioned reasons for choosing the program due to the results of the data gathered by the IBLP Scale, it was mentioned during the interviews. The interview results revealed that some students were unconscious while choosing the program as their family decided for them. Interviewees also mentioned that they had to choose it as it is compulsory at their school, which is the most mentioned reason at the IBLP scale under the other (n=26) category. However, they also mentioned that their families' reasons for choosing the program were the program's opportunities for English medium education and studying abroad as well. Some example quotations are as follows:

Well actually, I didn't have information before entering this school. My mother and father chose. IB program, they said there is IB here and I said OK so I didn't know very well. (S13)

It was like we don't have any opportunity for choosing. I had started this school because it is an international school. IB because English is at the forefront, it isn't because it is especially IB. (S12)

Well I didn't have any other choice as I am at this school but you can go abroad with this program, you can go to other universities, for that reason. If it wasn't compulsory, I would still choose it. (S8)

Finally, none of the interviewees mentioned that s/he had chosen the program for getting prepared for the Turkish university entrance exam (YKS); which is in line with results of the data gathered by the IBLP Scale as it is the least mentioned reason for choosing the IBDP.

4.2.2.1. Country, University and Study Area Preferences of Students

The results of the "The Acquisition of IBLP Scale" showed that 59.3% of the students want to study abroad; whereas 16.5% of them want to continue their study in Turkey. Others (24.2%) have not decided yet. The student interview results are also parallel to these results. Students mentioned that they prefer to study abroad as there are not enough choices for them in Turkey. One of the interviewees mentioned this by saying "Abroad. I am interested in jazz [but] there is no [opportunity for it] in Turkey." (S5). Moreover, some of the interviewees mentioned that they want to enter a university in Europe due to the countries' social structures; the opportunity of direct entrance via their IBDP diploma rather than taking exams and medium of instruction being English for both Turkish and European people. On the other hand, some others prefer American Universities due to their wide range of choices. Some reflections are as follows:

How should I know, I don't like universities in Turkey very much, how can I say, I think the things thought there are very standard, consequently. There are more options in America. (S8)

Well in general, I see England closer to me than America. I already like its history, art more. Besides, as we can apply directly via IB [diploma], I don't need to enter to SAT [exam]. (S9)

The results of the study revealed that students mentioned universities that they want to attend abroad 316 times, including 117 different universities. As seen in Table 4.17., the universities mostly mentioned are University of Toronto (n=16); Massachusetts Institute of Technology (n=15); New York University (n=15); the University of California, Berkeley (n=12); Stanford University (n=11); and the University of California at Los Angeles (n=11). Other universities, mentioned by only one student, are clustered under the other universities category (n=70), some of which are University of Vienna (n=1), Utrecht University (n=1), University of Bath (n=1), St. Andrews University (n=1).

Table 4.17.

Students' University Preferences Abroad

University	f*	University	f*
University of Toronto	16	Technical University of Munich	4
Massachusetts Institute of Technology (MIT)	15	Berklee College of Music	3
New York University (NYU)	15	Imperial College London	3
University of California, Berkeley	12	Mcgill University	3
Stanford University	11	University of California	3
The University of California at Los Angeles (UCLA)	11	University of Pennsylvania (UPENN)	3
University of British Columbia (UBC)	9	University of Southern California (USC)	3
Bocconi University	8	Amsterdam University	2
Cornell University	8	Delft University	2
Harvard University	8	Erasmus University	2
Northwestern University	8	Manchester University	2
University of Chicago	8	Melbourne University	2
Oxford University	7	Queen's University	2
University of Amsterdam	7	Rhode Island School of Design (RISD)	2
California Institute of Technology (Caltech)	6	Rotterdam University	2
Georgia Technical University	6	Ryerson University	2

Table 4.17. (Continued)

King's College London	6	Tilburg University	2
Boston University	5	Tufts University (the US)	2
London School of Economics (LSE)	5	Twente University	2
Yale University	5	University of Barcelona	2
City, University of London	4	University of Helsinki	2
Columbia University	4	University of London	2
IE University	4	University of New South Wales (UNSW)	2
Politecnico di Milano	4	Other Universities	70
Total			316

*Students were allowed to select more than one university.

Regarding the selection of domestic universities, results revealed that students mentioned domestic universities 167 times and they prefer 22 different universities in Turkey (Table 4.18). Students like to attend Bilkent University (n=46) at most, followed by Koç (n=27); Boğaziçi (n=22) and Middle East Technical Universities (n=17); and the frequencies of students who plan to attend other domestic universities are below ten (Table 4.18).

Table 4.18.

Students' University Preferences in Turkey

University	<i>f</i> *	University	<i>f</i> *
Bilkent University	46	Dokuz Eylül University	2
Koç University	27	Cerrahpaşa University	2
Boğaziçi University	22	Recep Tayyip Erdoğan University	2
Middle East Technical University (METU)	17	Özyeğin University	2
Ege University	9	Bilgi University	1
Istanbul Technical University (ITU)	9	Galatasaray University	1
Hacettepe University	6	Atılım University	1
Sabancı University	5	Ondokuz Mayıs University	1
Mimar Sinan University	4	Çapa University	1
Yeditepe University	4	Bahçeşehir University	1
Acıbadem University	3	Marmara University	1
Total			167

*Students were allowed to select more than one university.

When the faculty and department preferences of the students were considered, it was seen that they mostly mentioned that they want to study economics (n=40), business and management (n=34) and law (n=31) as seen in Table 4.19. Some of the students mentioned their preferences more comprehensively like engineering (n=11), whereas some others preferred to state more specifically. Mostly mentioned engineering departments are electrical and electronical (n=23), industrial (n=22), mechanical (n=18) and computer (n=16) engineering. Other departments, stated by only one student, are clustered under the others category (n=29); some of which are space engineering (n=1), fashion design (n=1), aerospace engineering (n=1). Finally, some of the students left the question blank (n=13), whereas some others (n=4), wrote not decided yet.

Table 4.19.

Students' Faculty or Department/Area Preferences

Faculty / Department	f*	Faculty / Department	f*
Economics	40	Mathematics	5
Business and Management	34	Neurosciences	5
Law	31	Software Engineering	5
Medicine	29	Chemical Engineering	4
Psychology	26	Dentistry	4
Electrical and Electronical Engineering	23	English Literature and Language	4
Architecture	22	Not Decided Yet	4
Industrial Engineering	22	Advertisement Design	3
Mechanical Engineering	18	Art, Animation	3
Media, Information, Communication, Production, Journalism, Radio, Cinema and Television	17	Biochemistry	3
Computer Engineering	16	Civil Engineering	3
International Relations	12	Design/ Interior Design	3
Engineering	11	Archaeology	2
Political Sciences	9	Drama	2
Finance	8	Graphical Design	2
Molecular Biology and Genetics, Genetic Engineering	8	Intrapreneurship	2

Table 4.19. (Continued)

Conservatory (Dance, Ballet, Theatre, Music)	8	Management Engineering	2
Computer Sciences	6	Material Science	2
Industrial Design	6	Mechatronics Engineering	2
Physics	6	Philosophy	2
Biology	5	Sound and Acoustics Engineering	2
Marketing	5	Others	29
Total			455

*Students were allowed to select more than one faculty/department.

In line with the IBLP scale results, student interview results showed that students mostly mentioned the universities abroad. The interviewees mentioned that they want to attend Politecnico di Milano, Politecnico di Torino, University of Chicago, Cornell University, Segovia University, New York University, Oxford University, St. Andrews University, University of California at Los Angeles, University of the Arts London, University of Colorado Boulder and Colby College abroad and Koç, Bilkent, Hacettepe and Cerrahpaşa Universities in Turkey. Additionally, they stated that they want to study in the areas of international relationships, architecture, computer science, industrial, electrical and electronical, computer engineering, music, genetics, psychology, medicine, arts, biology, economics and finance (More detailed information was given in Table 3.5. while presenting the characteristics of the student interviewees).

When the reasons for their preferences were asked, they mentioned that they prefer universities due to their country; departments; period of study; recognition of IB diploma; education perspectives and quality. More specifically, students mentioned that they prefer the universities because they like the country they are in or they think that they are the best in these areas. Additionally, students prefer to go to the universities where they can enter directly via their IB diploma rather than entering the university examinations. Some example quotations are as follows:

Well their biology departments are very good, they have very good departments, I want to join them. (S13)

Because they have a department that can cater to all my needs and it is a little bit in my dreams. There were some people from my family who went there. I want to continue this [studying there] too. (S11)

Furthermore, students mentioned that they prefer the universities because they like the education perspectives of them such as being project-based or aiming to train thinkers. They also stated that the period of the studies is changing from country to country and they prefer the ones that are shorter. Some reflections are as follows:

If it [the university] will be a project-based school, this kind of education system, I will like it more of course. (S5)

Oxford because if you go to America or Canada, education lasts eight years but it is six years in countries like Europe or Australia. As Oxford is in the second [category], I said I will go there. (S10)

Finally, students mentioned that they prefer the departments they want to go due to their abilities and their interests. One of the students explained this by saying “A little interest. I have a tendency to do that.” (S7).

4.2.3. Teachers’ and Students’ Views on IBLP

According to the interview results, it was seen that teachers mostly described the learner profile as a framework of skills that are necessary for life. For this reason, they think that all of the attributes are very valuable; whereas some teachers consider being curious and responsible more important than others. Some highlights are as follows:

So, this is a very nice framework. Because, this is the main framework, according to me, composing the requirements of the IB. (T5)

I think all of these are effective in the point of preparing for life. (T1)

But I think there are two very important things; being curious and responsible. I think that these two include many things. (T1)

Moreover, teachers also described the mindset of the profile as fantastic and they think that it describes the desired generation. Teachers stated that they can observe the mentality of the graduates, which is very good. As they can train the youth with a high

level of awareness, they can also train them beneficial for their country. Some example quotations are as follows:

The emerging profile, the graduates, mentality, the mindset is fantastic. (T3)

But as a result, the generation that we want to train is like that... So, I believe in the profile that IB wants to generate because I think it is up to the extent that we educate youth with a high level of awareness. Individual composes society, I think s/he can be just beneficial for the country in this way. (T7)

Furthermore, teachers stated that though the profile is compulsory at the beginning, then it becomes a lifestyle not only for students but also for teachers. In other words, at the beginning they have to do these because it is compulsory in the IB, but then, they get used to and like it. So, it becomes permanent and a way of life. For this reason, although the profile was named as “student profile” at the beginning, later it was seen that teachers also acquire these skills and it became to be labeled as “learner profile”. Some example quotations are as follows:

I really believe in the strength of the program and although they were doing this obligatorily as there is a program in the IB, after enjoying it, I believe that it becomes permanent as it exhibits continuity by becoming a life experience. Well, is it a hundred percent? No, but twenty percent is a gain. (T7)

In the end, it is said learner profile; it was student profile before. Its name wasn't learner profile; it was student-oriented. The reason for changing it to the learner profile is actually teachers are also in this learning process... (T5)

Parallel with the teachers' views, students also mentioned that the personality of the individuals transforms into the profile gradually as it is an idealist, nice and necessary profile. Students emphasized that although at the beginning they considered these attributes like some words, later they understood that their personality has changed in line with the targeted profile; which is because the profile is idealist and good. Additionally, they mentioned that it includes the necessities of life so that it is very important to acquire these attributes. Some highlights are as follows:

Well, these are like something; when you look at them normally, they are only five, six words but when you advance, for example, from the 9th grade till now;

when we look at our change, I can see that our personality has changed in terms of this thing. (S4)

I think it is a very good thing actually. Because, now, people at our age need to think about this kind of things or they need to question when they meet something, according to me. They need to think about it in-depth, think about the other sides as well. That is why, I think it is very important in terms of educating an individual and very important for them to be a person who still maintains these principles in her/his future life. (S9)

Finally, students described the attributes of the learner profile as necessary skills for the university, professional and real life. In addition, they also stated that these skills are necessary also for being beneficial to the world. They mentioned that these are the skills that are mostly gained at the university but with the help of the IBDP, they have opportunity to gain these skills, which are helpful in academic, professional and real-life, earlier and they ripen earlier. Some example quotations are as follows:

In a way, it is like they prepare you for life by giving things that you will get at the university a little bit earlier. So, it is a good thing. You are getting better earlier; you get mature earlier... All of these are the things required to be acquired... Actually, I can say that all of these attributes are required to be beneficial for life. (S7)

Well, most of them seem good. I mean, research is good, questioning most of the things is good. I can't remember all of them totally but most of them will help someone in her/his carrier and life. (S8)

To sum up, both teachers and students described the learner profile as a frame of necessary skills for university, professional and real life. They also mentioned that they like the profile and they all acquire these attributes within time.

4.2.3.1. Appropriateness

Interview results revealed about the appropriateness of the IBLP that both teachers and students think the profile is appropriate. More specifically, nearly all of the teachers mentioned that they agree to the learner profile as they think it is designed very well and parallel with their own ideas. They added that as the attributes of the learner profile are parallel with the 21st Century skills and the skills required for the university and the professional life, everybody will list somehow the same attributes when asked.

Similarly, most of the students also mentioned that they think it is appropriate because it focuses on improving the humanity as well as the intelligence of the individuals so that it helps individuals to improve themselves in terms of their academic, professional and real lives. Some example quotations are as follows:

Yes, I think it is appropriate. I think it is designed very well... At the 21st century, I think it is very important for students to express themselves, make their own studies and share the findings with others. In addition, of course, I think it is very important to work with others. So, this critical thinking, collaboration, communication, all of these are very important. I also think that IB spreads these very well with its own terms. (T6)

I personally think it is appropriate. Although it is necessary for one person to have a high test score or level of IQ, it is also necessary to be human and eager to do research. Because only a test isn't enough in order to be successful in professions actually. For example, I want to be an architect, when I become an architect, they will not put a test in front of me; they will put research, a drawing. (S6)

Although most of the students considered the learner profile as appropriate, some others mentioned that the profile is somehow utopic; and reflective, risk-takers and caring attributes are not appropriate. Students cited that the profile is somehow utopic because it is hard to gain all of the attributes as a student; rather they are affected by them but cannot gain all of them totally. Because of that, some other students mentioned that reflective attribute is not appropriate as it is too hard to gain. Although they think it is necessary to acquire this attribute too, they do not believe that everybody can. Some example quotations are as follows:

Well, I actually think it is a little more utopic. As a student, all of these affect to some extent, yes. (S2)

Well, actually it is like that, some things are hard to implement sometimes. For example, being reflective. It is very hard sometimes to give feedback to yourself. It doesn't seem to be implemented but actually I think that if everybody did this, there would be nothing like the war in the world. (S1)

Moreover, one of the students mentioned that although risk-takers is involved in the philosophy of the IB, it is not involved in the implementation. He stated that it is not possible to take risks while implementing the IBDP as it is just a limited program. On

the other hand, another student also stated that the risk-takers attribute can be misunderstood but he also emphasized the importance of it. He cited that acquiring risk-takers is more important than any other attributes though it is important to acquire all of them. As it is not possible to have big achievements without taking any risks. Some example explanations of these are as follows:

But there are some that are not involved in the IB actually although they are involved in the educational philosophy of it. For example, there is risk-takers... You can think about how one can be a risk-takers at IB or at courses. Because when you say risk-takers, one will make loads of money; found a company; try to make a very innovative thing. This is taking risk but how can I take a risk at IB? I'm going to write an extended [essay] about a course I haven't taken. This is the biggest risk you can take. Thus, although it pushes you to there, there are things that it couldn't do. (S3)

Some can be considered very differently, especially, risk-takers. But in general, all of these are the things required to be acquired. Especially, again risk-takers is a very important thing because most of the people's basic aim in life is to have a certain job, a certain salary and let [them] live. But you can't achieve very big things without taking risks... (S7)

To sum up, most of the teachers and students mentioned that the attributes are very appropriate for the learner profile though some of the students stated that some attributes are not appropriate due to their difficulty to attain.

4.2.3.2. Sufficiency

Interview results about the sufficiency of the learner profile attributes revealed that both teachers and students mostly think attributes are sufficient due to their comprehensiveness. Both teachers and students mentioned that although the attributes are labeled by a word, they actually express more than that. For this reason, any skill wanted to be added will be already included by these attributes. So, these ten attributes are enough according to them. As the learner profile is very comprehensive and abstract, one of the teachers emphasized the importance of examining thoroughly and concreting them in order to understand the meanings and their frameworks better. He also added that when the sub-provisions are examined, it will be seen that most of the things thought to be added are under these attributes, as also mentioned by the other

teachers. For this reason, it is important to better understand the meanings and the frameworks of the attributes before trying to add anything else. Some example quotations are as follows:

...all of these words include more than one thing. So, the thing I put under this anyway includes it, we talked too much about these. There isn't anything else that I think of, now. Well, for example, empathy, I [give importance to] being empathic but this is anyway synonymous with caring, not synonymous but including it. I don't know if we need to mention separately but being empathic is an important attribute according to me. (T11)

Accordingly, maybe these are abstract things, expressing what communicator means is something abstract. Maybe it is needed to make it concrete, relate it with the elements of the program. So, what can be added? Maybe, enthusiastic will be added, for example. But what does this change? You see, a communicator person has this feature so that s/he can communicate. Maybe what the sub-provisions of being a communicator will be examined. What is to be principled? So, it can be discussed. But in general, there is nothing that I find very inadequate. (T2)

...these are in general meanings; they aren't a specific word. For this reason, I think what I add is already under the other one. So, I think these ten is enough. (S11)

Some other teachers and students mentioned that it is possible to add different attributes to these but these are the most essential and the basic ones. Everyone can improve his/her self in terms of other abilities when s/he acquires these ones. In addition, teachers emphasized the risk of getting away from the focus when many attributes are added. Some example quotations are as follows:

As I said before, I thought of it very much. If you want to add, you can add... Sometimes I think about it and the more you add, the more you can get off the point. The less is the more. These ten are the most essential ones for me. (T3)

I think they are nice skills within themselves but if we want I think we will add different skills to them. So, when we acquire these skills, I think we can improve ourselves for other skills. (S9)

Moreover, one of the students mentioned that the profile is more than enough as it is very hard to acquire all of these attributes; whereas some other students stated that some more skills can be added like hardworking and time management. However,

these are actually involved under the principled attribute. This supports the ideas of the teachers mentioned above that any other skills suggested will be under these attributes somehow. Some example explanations of students are as follows:

In my opinion, it is actually enough. So, it is already a very difficult process to have so many things, that is, to have all of them. (S6)

Well I can't add anything else to these skills. Only thing I can say is that time management could be improved. Because we only were thrown into it directly, we were thrown into it like "go your own way". They only said "make use of your time" and that was it. (S13)

Different from the other students, one of them mentioned that the profile is not sufficient and there is a need for including tough to the attributes rather than caring. In other words, he emphasized that caring attribute could be changed to tough as he thought it is not important to acquire caring attribute. He explained that being caring shows people as gudgeon at the professional life and it is useless to acquire this attribute. Rather, one needs to learn how to be tough in order to be more successful in professional life. He explained this as follows:

Well, teaching to be tough can be added. Because...I don't think it matters when you are caring. So, when you are tough, when you are strong rather than caring, it will be better, I think. This tough posture is not, for example, to your friends. You can be more [caring] to your friends. Well, let's say you are working at a company, it is more important to be tougher to the people there; not showing yourself as a fool. If you are caring, you are soft in general; for this reason, it is not [good], I think. (S8)

In conclusion, according to the interview results, both teachers and students think that the learner profile is sufficient due to its comprehensiveness. Both groups mentioned that although the attributes are labeled by a word or phrase, they express more than that. For this reason, both groups believe that they are the basic and most necessary skills that any others can be considered under them. Finally, if one can acquire these attributes, s/he can improve her/himself about the others by her/himself.

4.2.3.3. Acquisition

Interview results revealed that both teachers and students mostly think the learner profile attributes are acquired by the students during the process. Although teachers are not sure whether they have an effect on the students' acquisition of the attributes, they observe that students improve themselves during the process. Similarly, students do not know how it happens but they realize that they acquire most of the attributes during their IBDP education. Some of them explained these as follows:

Well, I don't know if I behave to cause them to acquire this profile. But, over time, we see that kids are gradually getting into this profile. Because as there is an abroad case at the end, they gradually improve themselves by their own during the process [in terms of] research, taking their own responsibilities, taking required risks when needed. (T4)

I don't know exactly how this happens but I really think that I really acquired all of these during the education process and I think they are the attributes that I can use throughout my life. (S12)

On the other hand, some teachers and students mentioned that students already have these attributes so they do not acquire them, they only improve themselves in terms of these attributes. Both groups mentioned that the program provides opportunities for improving these skills but actually students have already had these attributes before starting to the program and they develop these attributes during the process. Some example quotations are as follows:

So, it is like what I said before, we can behave very cruelly, harshly, but our student profile is very appropriate for this [program]. So, I'm so happy that they are really very respectful kids, they like reading, learning. (T10)

...every individual already has some of these, you know. Especially, if s/he is in the second year of high school, one has to have some of these...I think IB is oriented to develop these. If someone is an inquirer person, s/he will become more inquirer because s/he will have more sources and s/he will be more likely to question. Improving her/himself more, thinking more, and communicating more... (S5)

Furthermore, some teachers and students stated that all attributes cannot be acquired by all students although the profile is as it should be according to them. For this reason,

they think that it is utopic to expect everybody to become the same by acquiring the same attributes at the same level. Some reflections are as follows:

It isn't always possible that it happens 100%, it is a little bit utopic.... But taking them to the highest level... So, everyone has to be evaluated in her/his own. If s/he goes one step further, then it is an achievement. But having 100% IB profile for all, creating a complete prototype, this is very utopic. It isn't possible according to me. (T7)

So, these are abilities that have to be in my life but how can I say, it is related to one's character and personality. I think we can't use some of them in real life as we can't be that much good at all of them. (S4)

In addition, teachers mentioned that although sometimes they cannot observe these skills at students during their education, they observe it after graduation. In other words, sometimes teachers cannot realize that students have acquired these attributes as they expect for more but when students are graduated and visited their teachers, it becomes easier to see this profile and the difference between the IBDP graduates and the others. One of the teachers explained this as follows:

Now, there are somethings that can stay on paper. You can't observe them at once. But after kids are graduated and after they came, well you say that they had internalized some [skills] at those times. Because when students go to university, they had really become this profile who is searching, questioning, and having a different point of view from the others. So we don't realize it very well, when they are here [high school], maybe sometimes we get tough with them, we don't see... when we talk to our [IBDP] graduates, they are really very different than others [in terms of] their writings, behaviors, readings. (T10)

Finally, one of the teachers mentioned that only the students who complete the requirements of the courses, especially the must courses such as TOK, CAS and extended essay acquire these attributes. Similarly, students also think that they acquire attributes because education is oriented to make students acquire these attributes. For this reason, if they complete the requirements properly, they mostly acquire the attributes. Some example quotations are as follows:

So, it isn't easy to say which ones exist, which ones don't but these skills are developed in students who complete especially must duties, namely theory of knowledge, the extended essay and creativity-action-service works in IB. (T2)

I think I have gained. After four semesters, one gains either willingly or unwillingly. (S13)

Both teachers and students mentioned that students cannot acquire all of the attributes with the help of the program due to varying reasons which will be mentioned in the following title. As seen in Table 4.20., interview results revealed that teachers think students acquire knowledgeable, inquirer, reflective, risk-takers and thinker attributes, under the cognitive skills dimension; principled and balanced attributes, under the principled dimension; open-minded, caring and communicator attributes. On the other hand, interview results revealed that teachers think students do not acquire inquirer, reflective, risk-takers and thinkers attributes, under the cognitive skills dimension; time management and balanced, under the principled dimension; and open-minded and being objective, under the open-minded dimension.

Table 4.20.

Acquired and Non-acquired Attributes According to Teachers

Dimensions	Acquired	Non-acquired
Cognitive Skills	Knowledgeable (n=1)	Inquirer (n=1)
	Inquirer (n=6)	Reflective (n=1)
	Reflective (n=3)	Risk-takers (n=3)
	Risk-takers (n=1)	Thinkers (n=1)
	Thinkers (n=2)	
Principled	Principled (n=2)	Time Management (n=2)
	Balanced (n=1)	Balanced (n=2)
Open-minded	Open-minded (n=2)	Open-minded (n=1)
		Being Objective (n=1)
Caring	Caring (n=3)	-
Communicator	Communicator (n=4)	-
Total	N=25	N=12

Similar to the teachers' views, students stated that they acquire knowledgeable, inquirer, risk-takers and reflective attributes, under the cognitive skills dimension; balanced, under the principled dimension; caring and being tough, under the caring dimension; open-minded and communicator dimensions. On the contrary, some students mentioned that they had difficulty to acquire inquirer, reflective, risk-takers and knowledgeable, under the cognitive skills dimension; time management, balanced and principled, under the principled dimension; and open-minded and caring dimensions (Table 4.21.).

Table 4.21.

Acquired and Non-acquired Attributes According to Students

Dimensions	Acquired	Non-acquired
Cognitive Skills	Knowledgeable (n=2)	Knowledgeable (n=1)
	Inquirer (n=5)	Inquirer (n=1)
	Reflective (n=2)	Reflective (n=4)
	Risk-takers (n=4)	Risk-takers (n=5)
Principled	Balanced (n=1)	Balanced (n=4)
		Time Management (n=1)
		Principled (n=1)
Open-minded	Open-minded (n=3)	Open-minded (n=1)
Caring	Caring (n=4)	Caring (n=1)
	Being Tough (n=1)	
Communicator	Communicator (n=4)	-
Total	N=26	N=19

In general, as seen in Table 4.20. and Table 4.21., both teachers and students mentioned acquired attributes (n=26; n=25) are more than non-acquired attributes (n=12; n=19). Acquired and non-acquired attributes will be examined more in-depth under their dimensions' subtitles below.

Cognitive Skills. Both teachers and students mentioned that students mostly acquire knowledgeable, inquirer, reflective and risk-takers attributes; whereas some others think inquirer, reflective and risk-takers are not acquired. More specifically,

both teachers and students think that mostly acquired attribute is inquirer; whereas one of the teachers and students stated that students do not acquire it because it is not possible to acquire this attribute easily as it needs time or they had already had these skills. Some example quotations are as follows:

Their acquisition [levels] are different in terms of these attributes. But first of all, whether they want or not, they gain an inquirer personality. (T7)

This is the total of what IB offers to its students. It is all correct what they say about the acquisition of IB students and really, I, as an IB student, question and examine down to a gnat's eyebrow all the cases that I lived, involved in. (S12)

Now, this inquirer isn't an easy work. It requires a habit. (T2)

In terms of knowledgeable attribute, teachers and students think that students acquire this attribute due to the requirements of the program and the century. Teachers mentioned that although students have already had this attribute before starting to the program, they gain the ability of qualified and critical reading during the process. However, as students think that the knowledgeable attribute is about lifelong learning, some of them do not think that they are knowledgeable yet. Some example quotations are as follows:

...most of them are students who were reading before. So reading ability. But they acquire qualified and critical reading ability. (T1)

So, knowledgeable already, after some time, there is something named as lifelong learning, I have realized that education is something like that. Because of that, I add new information to this knowledge every day. This is also continuing. It is like that... (S1)

In terms of reflective attribute, teachers mostly think that students acquire this skill, whereas students mostly think they do not. In other words, teachers think that students acquire reflective attribute during the process because the program provides opportunities by making students to ask questions, explain reasons and write reports. However, another teacher thinks that if students do not take the feedback seriously, they do not acquire this skill as it is a hard profile attribute to acquire. On the other side, most of the students think that they do not acquire reflective attribute whereas

some others acquired this attribute with the help of the program. Some example quotations are as follows:

For example, reflective is again an attribute which is hard to be found in most of the programs. I think it is also given very well. Because you have to explain what you have done, write your reports continuously and it is needed for students to ask very good questions in the classroom. All of these; asking questions, their answers to an open-ended question you have asked, etc. are showing that their ability to express themselves is very strong. (T6)

I have gained reflective thing, attribute through IB. This happened through CAS. Well, when I thought about what to do in CAS, I wanted it to be something both I and the opponent like and I decided to give coding course to the juniors. So it wasn't something that I made before....For this reason, from this perspective, yes it is done somehow. So, it makes [you] gain. (S3)

One may not take feedback seriously. He may say "I did it. Finished." In this sense, the reflective property is a profile property which will be gained very hard. (T2)

About risk-takers, teachers and students mentioned that students cannot acquire this attribute mostly because of the protective structure of the society. In addition, they also mentioned that even though they have acquired this attribute, they have no opportunity to show this as they are always studying for their lessons. On the other hand, another teacher and students mentioned that students acquire this attribute as well. Teachers mentioned that IB supports students in terms of their choices so that students learn to take risks. In other words, students mostly choose the hard ways rather than the safe ones and the program supports this. Similarly, students mentioned that they have difficulties while attending to both of the programs but they still do not leave any of them and they get use to take risks and continue. Some highlights are as follows:

Well, for example, risk-takers, to what extent do they take risks? We can be better at that. So, all this protective structure... This risk-takers is actually not only risk-takers in its actual meaning. So, one can take risks by her/his steps in the academic world. This, not choosing the readiness, easiness. I think we can get over this a little bit more. But here, I think the country we live in has an effect on this too. So, it is required to evaluate something not only as individuals, families but also as a society. (T7)

I think it can be risk-takers because I'm not someone like that very much but I also don't think that what we do in school supports this very much. Because, it is like more being involved in the life and it is a little bit rational but well, I don't think that they teach us so much of the ability to be thrown away without thinking. Because, I only study for lessons now, in general. So that, well maybe, if I had time for other things as well or I had the opportunity to do other activities at school, I think I would be able to acquire, obviously. (S9)

For example, risk-takers is not something involved in most of the programs. It is in IB and I think IB makes students acquire this well. Because, while making an experiment, it is required students to identify their interests, ask their own questions by themselves and seek answers to them. This requires really a risk-takers. He can choose to find a very easy question and answer it immediately but almost none of them do this. IB also encourages them in this topic. It expresses that doing it in this way can lead to greater success, and this happens. So, students choose sufficiently difficult programs, they are doing sufficiently difficult studies. (T6)

Now, about my exams for example, at the beginning of the first year, when they said me the exams, SAT, TOEFL, papers, etc., I was so stressed at the beginning. How can I get over these? Most probably I will give up IB, etc. After, when I continued, I start to take some risks, so risk-takers student profile occurs, I guess, yes. So, I think I improved that as well. (S6)

Finally, some of the teachers mentioned that students acquire thinkers attribute; whereas another mentioned the opposite. In other words, some teachers think that the IB students acquire thinkers attribute very well when compared to the other students and teachers can understand this easily from their questions at the courses. They think that students try to understand the topics very well and if they do not, they ask required questions until they understand. On the other hand, some other teachers think that some students cannot acquire the thinkers attribute due to the external assessment strategies. More specifically, some teachers think that students cannot acquire the thinkers attribute due to the university entrance exam and its reflections on the education system. Some example quotations are as follows:

So, thinking skill from the 21st Century Skills, I think again it is very good at our students. I have studied abroad, even when I was making my master, our students including me too, we couldn't ask this much good questions... On the contrary, now students, when they are in class, feel themselves ready for learning and if they don't learn, they become uncomfortable and ask questions till they learn. (T6)

We think they can't acquire... Well, thinkers, so all of them can't be thinkers. So, a little bit more, in the end there is always a test ultimately. So, when they are assessed externally, unfortunately, all of them can't come to that point what we call thinkers. Maybe, they become at other branches but still I think it is test-oriented a little bit. So, among them, I have a question mark in my mind only there a little bit. So, this can be what we can't achieve. (T11)

Principled. Both teachers and students mostly think that students cannot acquire balanced attribute, whereas another teacher and student mentioned the opposite. Teachers cannot be sure if students acquire this attribute because they think that students have difficulty in controlling their emotions due to their age period. Similarly, students also think that they cannot acquire this attribute because they still cannot balance the requirements, like academic and social, of life. Opposite to these views, some other teachers and students mentioned that students acquire balanced attribute. Teachers think that students spend balanced time for both academic and social life when they compared to themselves. Students think that they choose the courses in a balanced way so that they improve themselves in a more balanced way. Some example quotations are as follows:

So, balanced, I don't know very well if it is gained or not in this process. I don't know if this IB process makes students gain it or not but I think in general they can gain the others in this process. (T4)

I couldn't acquire balanced very well. For example, I'm focusing on academic things one semester; another semester I'm focusing on social things more. (S1)

I think that our students are very careful in terms of trying to be balanced. For example, I think of my own student [life], I could study like crazy and do nothing else. They aren't like that. They also go to the cinema, they do some other things, as well. They try to do everything except only the final year, final semester. (T11)

It can be balanced... We already have to choose one course from every field and so you balance it a little bit actually... In a balanced way, they are the courses that you can do. (S7)

In addition, both teachers and students mentioned that students specifically have difficulty in acquiring time management, which is actually under the principled

dimension as well. Teachers stated that although the deadlines and the plans of the IB are defined clearly, students still have difficulty in time management as they leave most of the works to the last minute. Similarly, students also think that they cannot acquire time management due to lack of guidance or their age. In other words, students think that no one guided them in developing time management skill rather they wanted students to learn this by themselves. However, students think that their age is not old enough to acquire time management without help. Some reflections are as follows:

Of course, one would wish that all of them [students] to acquire all of these [attributes] but they can't. For example, in terms of responsibility and this time management/planning, there are still kids who couldn't acquire this very well. They still leave the things to the last minute because of their old habits... This is the most attention taking thing for me. (T1)

As I mentioned before, I couldn't acquire time management because nobody had guided us; everybody expected us to learn but I'm still young. (S13)

Finally, teachers mentioned that students acquired principled attribute; whereas a student mentioned the opposite. Teachers think that students acquired mostly the ability of academic honesty under the principled dimension due to the program requirements. On the other side, students think that they already have this attribute so that they do not acquire it with the help of the program. Some teachers also agreed to this view as they think that without time management and planning skills students have difficulty during the program. In other words, students need to have principled attribute to some extent before starting to the program in order to be successful at the program. However, they also improve themselves in terms of these skills like planning and academic honesty with the help of the program. Some highlights are as follows:

I think academic honesty is also important here. Another thing that this program makes someone acquire is this. They have made so much research but putting references, giving this person credit for it, being careful while taking this knowledge... (T1)

When I was in my first year of IB, I thought I was principled and inquirer. However, from the 9th grade when I was at pre-IB till now, I'm at final grade, of course, I have had changed. I have acquired the IB learner profile more. (S1)

Open-minded. Both teachers and students mostly think that students acquire open-minded attribute during the process; whereas another teacher and student mentioned the opposite. Teachers mentioned being open-minded as a common property of most of the students. Similarly, students stated that as the program is an international program, it makes students open to different cultures and ideas. Moreover, their schools' structures are also appropriate for students to learn to be respectful to different cultures and ideas. On the other side, another teacher and student mentioned that although students seem to acquire open-minded attribute, they mostly do not. Students mentioned that they cannot be open-minded due to the social structures of society. Even though they are open-minded, they mostly have to suppress their ideas especially for the controversial issues due to the social pressures. Some example quotations are as follows:

They are absolutely open-minded more than us. I'm saying the most obvious ones seemed commonly at all of them... all of them are open-minded. (T11)

Most probably, being open-minded because for example, there are a lot of people who think differently at our school. There are teachers thinking differently. For this reason, I have learnt both to be respectful to the thoughts and actually to understand the reasons behind. (S9)

...and very interestingly, beyond what I think, open-minded, that is to say they are so-called open-minded but when we consider the reality, we can see that it isn't like that actually. (T3)

Well, maybe in our society, I don't think it's like that but in terms of open-mindedness level, for example, when you say a same-sex marriage, most probably it will be regarded as strange. This is also valid for the highbrows. People that we call literate are also closed to this kind of thinking, in this country. For this reason, I also think that this idea in some issues, especially on controversial issues will be suppressed. I mean, when we think of the place where we are... (S3)

Finally, a teacher mentioned that some students have difficulty in being objective under the open-minded dimension. In other words, some students cannot be objective to the other cultures rather they look from their own perspective or their families', countries' perspectives. Teachers think that they cannot guide some students due to their families and conditions. It was explained as follows:

...even it is very rare, some of our students are away from being objective, being able to look at a case objectively, they can do that as I said before, they can evaluate the process from every perspective but some of our students can have a one-side perspective, a perspective by looking at their own country. We can't save some students from this view. This can be but this is something that happens very rarely. That is their families' ideas, countries', the place they live in the country, kids in terms of improvement of conditions, we can't guide kids sometimes. (T9)

Caring. Both teachers and students mentioned that most of the students acquire caring attribute. Teachers mentioned that students are mostly interested in the social issues, politics and economy more than other students because they provide opportunities for that by giving varying duties like CAS and performance. For this reason, in order to be successful in the classroom, students have to be up to date and be caring. On the other side, one of the students, who also suggested to change caring attribute with tough previously, stated that rather than being caring, he gained being tough during the process. Some example quotations are as follows:

...they are more interested in the social issues and current politics, economy than the other kids... As we give these kids very different assignments [and] talk about very different topics with them, the kid has to resort to these things in order to exist in the classroom. (T1)

I give an example from one of my biology teachers: he [wanted] us to feed a dog or a cat, an animal, so this is like caring part actually. He wanted us to feed our pet as a performance, for our grade and I think, I liked it very much, actually. You know, it's not like any teacher could think of it, according to me and I liked it very much. So, when it was like that, I was already feeding as there are too many cats at our apartment block. Now, I'm also shooting its video or something, so I have acquired it. (S6)

Communicator. Both teachers and students mentioned that students mostly acquire communicator attribute. They think that courses are appropriate for improving communication skills so that students acquire the attribute. Students become open to the differences and able to communicate with each other by considering these differences and without lacerating each other. On the other hand, none of the teachers or students mentioned this attribute as non-acquired. Some example quotations are as follows:

In my course, due to the requirements of my area, communicators because I always make them talk. (T3)

I think it will be communicator. Well, I like to communicate with everybody. I don't have a problem, I'm not shy or anything like that. After all, I'm a person who can say what he wants to say and mention. (S11)

In conclusion, both teachers and students think that students mostly acquire attributes under the cognitive skills dimension. Both groups mostly mentioned the inquirer attribute as acquired whereas they mostly mentioned the risk-takers attribute as non-acquired. Some students also have doubts about acquiring reflective attribute. Moreover, both teachers and students think that students have difficulty in acquiring attributes under principled dimension, especially, time management and balanced. Although teachers more likely to think students acquired these skills as well, students mostly mentioned the opposite. Furthermore, students more likely to think that they acquire the attributes under open-minded dimension whereas some teachers think the opposite. Finally, both teachers and students mostly think that students acquire the attributes under the caring and communicator dimensions.

4.2.3.4. Reasons Affecting Acquisition

As mentioned before, both teachers and students think that students can acquire some of the attributes whereas they cannot acquire the others. In terms of the reasons behind that, both groups mentioned the education systems, personality, experiences, environmental factors, duration of the program, and structure of the attributes. Additionally, teachers also mentioned that students can acquire some of these attributes if they pay attention to them, they can acquire them via social learning and with right guidance or they cannot acquire them due to their age. On the other side, students mentioned that they can acquire some of the attributes as they already have them, whereas some others mentioned the opposite and stated that they have not acquired these attributes because they have already had them.

To begin with the education systems, although both groups mentioned that the IB programs support these attributes, the Turkish education system and the school

structures do not support students to acquire these attributes. In other words, the IB programs make students gain these abilities via their compulsory requirements and education philosophy. However, as mentioned before, two programs are implemented concurrently in Turkey and this makes the profile acquisition harder for the students. That is to say, trying to complete both of the programs makes the requirements more intensive and students start not to do their duties on time or start to study intensively so that they cannot do anything else. Because of that, they cannot acquire most of the attributes like principled or risk-takers. Some highlights are as follows:

Due to the mandatories of the program, compulsorily all of them move one or two steps forward in these topics. (T3)

For example, since the first grade, they have explained to us why, etc. when we learn something [new]. This was very important for me to become inquirer and knowledgeable, etc. And besides, we do this at mathematics when we write a formula, the teacher shows the proof or you have to prove it. This makes you think of the specified topic. It improves your ability to think of why when you learn something, I think. (S10)

Because everything has a plan, specified times. Here, Turkish schools shouldn't give this flexibility to the kids at this point. Because when we give this flexibility, that we actually wanted to do, the profile we asked [them] to acquire, we can't make them acquire at that time. This is a reality. Again it can get stuck in a place like this. (T1)

I think it can be risk-takers. Because, I am not someone like that very much but I also don't think that what we do in school supports this very much. Because, it is like more being involved in the life and it is a little bit rational but well, I don't think that they teach us so much of the ability to be thrown away without thinking. Because, I only study for lessons now, in general. So, well maybe, if I had time for other things as well or I had the opportunity to do other activities at school, I think I would be able to acquire, obviously. (S9)

Moreover, interview results revealed that both groups think some students can or cannot acquire the attributes due to their personalities, experiences and environmental factors. In other words, they think that students' characters, backgrounds and experiences, families and social environments have an effect on the acquisition of the attributes. Because of that, although the program was planned in order to make all

students acquire these attributes, students' level of acquisition are varying according to these factors as well. Some example quotations are as follows:

Of course, every students' individual characteristics, background, family, social structure, everything turns into a situation supporting this. (T7)

I think this is a little bit about my personality... if every student attending IB has all of these ten [attributes], then everybody would be the same. You know, these are a little bit [effect] of my perspective coming from my family, the things I lived until coming to IB, my own experiences. For example, let's think about the risk-takers category, I always preferred safe water. (S2)

Furthermore, both groups mentioned that students cannot acquire some of the attributes because the attributes are very hard to acquire and the duration of the program is not enough for them to be acquired. In other words, both groups think that two-year period of time is not enough to acquire all of the attributes. For this reason, they both think that before starting to the IBDP, students need to have these abilities to some extent so that they can improve them during the process. In order to provide this, teachers suggested implementing all the IB programs at their schools so that students will be educated in this way from the primary years and the programs will be more effective in terms of making students acquire these attributes. Otherwise, some students cannot acquire all of the attributes. Students also agreed to the teachers about not having enough time for acquiring all of the attributes, especially the harder ones like inquirer and reflective. So, students need to begin to the program by already having some of the skills. Some reflections are as follows:

... The program must be at least four years. It can't be [actualized] in one or two years... That is why I say, kids should come from IB PYP... Sometimes, it [LP] is missing at some parts and we can't give it totally to the kids or kids can't get it completely. We suppose that students have succeeded in gaining attributes but then we see that it has never been... If kids come with this doctrine that this is how it should be from the early years, then it will be very different. (T3)

IB's basic aim is to educate this kind of students [IBLP], yes, but if you ask me, there is a misconception. Students must already have these kinds of things [attributes] before they come to IB. Because a two-year [period] isn't enough for acquiring these [attributes]... IB is a place that they can improve this. It is a place where they can have an education considering these rather than focusing

on the test, and I think IB is the place where people educate others as serious intellectual individuals or a real IB [person]. (S3)

Risk-takers, balanced can be discussed a little bit because they can be very hard sometimes. (S12)

In addition, interview results revealed that teachers think the acquisition of the attributes are also related to the students' course selections and their attention level to these courses. Every student feels her/himself more comfortable at varying areas and s/he acquires attributes more at these areas. They also added that the program is accordingly a hexagonal one (having six different areas like language acquisition and arts, and giving the opportunity to choose courses from each area). For this reason, they also emphasized the importance of guiding the students correctly during the process; otherwise, or if they do not consider the feedbacks, they cannot acquire some of the attributes. Additionally, they cannot acquire some others due to their age groups according to some teachers. For example, as they are in the adolescence period, they sometimes have problems in terms of being balanced. In other words, they mostly live in the fast lane as a characteristic of their age group. However, teachers consider this normal at this age group and they emphasize the importance of comparing students to the other students at the same age group in order to understand the acquisition level of the attributes. Some example quotations are as follows:

Students don't show the same attributes at every course. It is different to be an inquirer student at high-level mathematics and at studies. Because, this kid taking studies [course] is also, for example, takes an additional high level. For this reason, inquiry is more valuable here because s/he feels her/himself stronger. That is why there is a hexagonal program. So, there are places where every kid sees her/himself stronger and some of these profile attributes go up more in these places... Of course we want all students to be the same but we can't expect this as a matter of human nature. (T11)

We have two challenges here. First one is appropriate feedback... In order to strengthen the reflective attribute, it is necessary to take the feedback properly... After you give feedback to a student who thinks "Let me give you my extended essay so I will get a small job out of the way", you may not get a return to your feedback. S/he won't consider the feedback. S/he will say "I did it and it is finished". So, the reflective attribute is a very hardly acquired profile attribute. (T2)

The thing they don't acquire is probably something related to their age. It is not possible to see [things] as your knowledge is very limited at this age. I can understand them... It is needed to compare them with other kids at this age group at the other sides of the country or with other private school students. I think they are very different and their awareness is very high... So, their personalities aren't formed yet in the adolescence period... For example, like being angry, controlling anger, internalizing too much what a teacher said in a course and overreacting to this. But these are actually stages of human development. (T10)

On the other side, interview results revealed that some teachers think students acquire some of these attributes via social learning, whereas some students think they acquire them as they already have them a little bit. More specifically, teachers think that students observe their friends at the upper grades and acquire the attributes, whereas students think that they acquire some of the attributes more because they have already had them a little bit due to their background education. Some highlights are as follows:

Being knowledgeable, thinking, communicating, being principled... I think they acquire these, in general, by observing upper-grade students, modeling students beginning from the 9th grade. Social learning... (T2)

I think I acquired this inquiry more... But, I haven't come here from a Turkish school because I was living in the US before. The US was supporting this [inquiry] very much... For example, at our school, there were no choices [in questions] such as A, B, C, D, E in the US, never. You always explain by yourself. So, there is also an effect of this [background education]. I think that touched me deeply. (S13)

In conclusion, interview results revealed that both teachers and students think that only some of the attributes can be acquired by the students. The reasons affecting the acquisition, whether positively or negatively, are the system conflicts, students' personalities and experiences, environmental factors, duration of the program and structure of the attributes. More specifically, they think that the program is appropriate for acquiring these attributes but there are some problems while implementing the program concurrently with the Turkish program. Additionally, they also emphasized that there are individual differences between students like their personalities, life experiences and families which also affect the acquisition of the attributes. Furthermore, some attributes are hard to acquire due to the social structure of societies.

Although some students are open to acquiring some attributes, they cannot gain them due to social pressure. Finally, they also mentioned that some of the attributes are very hard to gain in a limited time so that the duration of the program is not enough to make all of the students to acquire all of the attributes.

4.2.4. Strengths and Weaknesses of the IBDP

This theme includes the strengths and weaknesses of the IBDP and its implementation in Turkey. First the strengths, then the weaknesses of the program itself and its implementation in Turkey, according to both teachers and students are presented.

4.2.4.1. Strengths of the IBDP

In addition to the benefits of the program mentioned above, like preparing for the university and life and learning by doing, interview results showed that both teachers and students think that the IBDP is a strong and good program and they love the philosophy of the program. More specifically, they mentioned the philosophy of the program as a strength of the program as it aims to develop knowledgeable, inquiring and caring people who help to create more peaceful and a better world through respect and intercultural understanding. Some example quotations are as follows:

Well, when we look at the IB philosophy, I don't want to repeat it but I'm really a teacher who believes in IB philosophy with all heart and soul. For this reason, I think the program is very strong if it can be implemented duly... (T3)

Its philosophy in general is a philosophy I like very much. (S1)

Moreover, teachers think that the program is a successful one as there is a harmony between the learner profile and the program. Students also supported that claim as they think that although the program requires a lot of things, it also helps students to gain different skills like being independent. Some reflections are as follows:

I think the program is a successful program. They aimed the students' learner profiles well, they listed them well and in order to match the program to these, in order to make this student profile real, they wrote the required [things] item by item in the program. (T6)

I think it is a very good program in terms of choosing your courses and it supports individuals to be independent. But, maybe it is a bit hard program. Because there are lots of different requirements. You have to make CAS, besides you have to write extended essays, at the same time you have to get specified grades from the courses. For this reason, it isn't an easy program but I think it is a good program. (S10)

As both teachers and students like the philosophy of the program and think that the program is a strong program, they also describe the program as pleasing. Interview results revealed that both groups are happy to be involved in the program. Although students think that the program is heavy and makes students stressful, they still like to be involved in the program. An example quotation of students is as follows:

Well in general, it is a more pleasing system actually though it is harder. For this reason... I like it. Yes, the workload is very much and it also causes you to make stress but this stress becomes a [kind of] stress that you like, eventually. For this reason, it is just nice for me. (S3)

Moreover, teachers mentioned that the program provides different perspectives to the students via different sources; whereas students mentioned it provides a different environment to the students. Teachers mostly emphasized the different sources provided by the program via the internet or books in order to gain students different perspectives. More specifically, one of the teachers mentioned that some courses are designed in a multidisciplinary way so that students can gain different perspectives. Similarly, students explain this variation by comparing themselves to their friends and they think that IB makes them very different from the other people in terms of their communications and discussions due to the opportunities provided by the program. Some example quotations are as follows:

I'm lecturing at the 20th Century Turkey course, three teachers are lecturing [together]. This course is a three-disciplined course. It is based on sociology, historical view and geography. So, when a topic is discussed in a three-disciplined way, learning occurs completely. It is really influential on students in terms of searching a political development in such a multi-perspective way; analyzing this topic in-depth; interpreting it well; and developing ideas about it. (T9)

Well, I think it is actually a nice program. Because, for example, I don't have many friends out of school that attend to IB programs and when thinking, well how can I say, the discussions, the way we deal [with the issues] at school, I don't have the same thing with them [friends out of school] and the difference is very obvious. IB educates people very differently. (S4)

Furthermore, teachers mentioned as a strength of the program that it is a well-described and tightly-controlled program. They also added that with the time passed, the system of the program has been put in order well. Even the schools who implement the program newly will not have difficulties as everything is clearly set and strictly controlled through the routine school visits. Moreover, students agreed to this idea by describing the program as nearly ideal. They also added that in addition to its intensive and heavy load, its well-described structure forces them to be systematic as well. Some reflections are as follows:

Well, I think it is a very successful program. But I don't know if it has some deficiencies at some schools. If the school starts newly, maybe there will be some weaknesses because of this but in general, IB doesn't leave any gap actually. It doesn't say "do it how you like". Everything was well-described. It comes and controls if you can do it, if you are doing it, if you are able to do. If not, it doesn't give permission. If it gives, I think it is more or less done. (T6)

I don't want to change anything else. Over the years, it is already very close to the ideal program. (S2)

I think it is an intensive but good program. It is just that you have absolutely no way to miss it or you can't keep it. So other than that, I think it is a nice program that can put you in a routine. This also accustoms to the future. (S11)

Teachers also mentioned as a strength that the program renews itself parallel with the requirements of recent times. The IB organization cooperates with the universities and the stakeholders to improve the program. In line with this improvement, both teachers and students need to improve themselves as well. In other words, the program supports self-improvement and provides opportunities for that. Some highlights are as follows:

IB realizes the needs of the age. Because IB always studies with the universities, studies with visionary people, what can be done, what can be changed according to the needs of the age, etc. (T10)

The program is such a program that it not only improves students mentally, cognitively but also improves teachers. Well, as I said, I have been in this process for five years but I learn new things every year, I add something new. (T5)

Moreover, teachers mentioned as a strength of the program that it is full of content, abilities and social sensitivity. In this way, it supports students to gain high-level skills and social sensitivity in addition to cognitive skills. Additionally, students learn the content in an integrated way that they can relate topics to each other. With the help of these, the program educates students to become members of a youth community helping to create a better world. Some example quotations are as follows:

Within the context of maths, they try to gain high-level skills more. They solve multiple-stage questions. They learn the topics as a whole. Well, it is not like “now we finished this topic, we will begin to the other one”. Rather, they are aware that all topics are related to each other. This awareness is [important] because at the end of two years, they enter an exam which covers these two years; an external evaluation. (T11)

Well, I don't have a negative opinion. Because there is always goodwill here, always better, individuals to become better, society to become better. Especially I support the CAS projects very much, at this point... All in all, social sensitivity is very important. For this reason, it is always associated with good and nice, “for a better world”... (T3)

In conclusion, the results of the interviews showed that teachers and students mentioned similar strengths. They both mentioned that they like the philosophy of the program and they think that it is a pleasing program. This is because they think that it provides opportunities in terms of self-improvement. More specifically, they think that the program prepares students to the university, academic and professional life with the help of its integrated and intensive curriculum. Additionally, as the students are responsible for their own learning, they think, search, understand, interpret rather than memorize. So, students gain high-level skills which will be helpful in their lives.

4.2.4.1.1. Strengths of the Implementation of the IBDP in Turkey

Interview results revealed that teachers think as a strength of the program's implementation in Turkey that the program is customized due to the students' needs.

As both the National Program and the IBDP are implemented concurrently in Turkey, all the stakeholders are affected by this negatively. For this reason, teachers take more responsibility in Turkey to get over this problem and teachers consider this as a positive aspect of programs' implementation. One of the teachers explained this as follows:

Diploma Program in Turkey is affected by the tensions of Turkish students and parents. Nevertheless, teachers in Turkey take more responsibility and thanks to them, the program becomes to be implemented easier. They can interpret the program according to students' needs. They take initiative in terms of satisfying the needs of students related to university preparation. From this perspective, the implementation of the program in Turkey has this positive aspect. (T2)

In addition, teachers mentioned as a strength that the program is becoming more widespread in Turkey and teachers are coping with the problems together. They even bring together under the roof of IB Community and they share their ideas, they cope with the problems and they try to change the things together. Some reflections are as follows:

Now, I am in contact with nearly 20-25 schools' teachers especially for the 20th Century Turkey course. Well, it is very good that we started to have this kind of education [IBDP] in our schools and almost all of them [schools] add it [IBDP] to their programs and I think this development is good. (T9)

I think it is very positive, this Turkish community, named as IB Community... They really share things with each other, they try to change, they contend with. There are people really contending with education. This is really good, honorable, but the efforts of these people must be supported. (T10)

Finally, although most of the teachers and students mentioned as a negative aspect, one of the teachers and one of the students think that implementing both programs in Turkey is a strength. They think that students have the opportunity to gain different perspectives and learn more in this way. The teacher mentioned that the topics of both programs are parallel with each other in terms of chemistry so that students only learn mostly the same things in different languages (Turkish and English). In addition, even if they need to learn more things, this enriches rather than confuses them. Similarly, the student mentioned that attending to both programs provides more knowledge and

opportunity for preparing her/himself to universities both in Turkey and abroad. They explained these as follows:

In chemistry, IB [topics] aren't very contrary to the ones given by the MoNE. Before, it was more controversial but now they have converged. Well, students learn what they need to learn in English. Only thing, the courses are in English. Except that, even if they need to learn some more things, this enriches. Well, it is not bad for kids to know more things in general, it is beneficial. (T6)

As for positive things, I think I actually gain two different points of view... So, I attend the National Program to be able to study in Turkey and the IBDP to study abroad. Having both of them, I feel like I'm gaining more knowledge, I'm getting a little bit more efficiency [from school]. (S6)

To sum up, teachers think that the program is implemented in Turkey positively in terms of being customized according to students' needs; becoming more widespread and having a community in Turkey. In addition, although most of the teachers and students mentioned as a negative aspect, one of the teachers and one of the students mentioned that implementing both programs in Turkey is a positive aspect as they think it provides more knowledge.

Implementation in Schools. Interview results revealed that both students and teachers think positively in terms of the implementation of the program in their schools as they think that it is implemented as it should be. Teachers think that they make all the necessities of the program and provide enough support to the students as they are aware of the difficulties that students have during their IB education. One of the teachers explained it as follows:

I believe that it is implemented well. First of all, our school implements IB very duly. Well, we really don't compromise on the features of the program, but we also provide serious support to the students. We, as a school, are aware of the burden that the students are under and we give individual support when necessary by evaluating all the students one by one, at every level. For this reason, I believe the program is implemented correctly. (T7)

Moreover, teachers mentioned that their schools provide an IB culture medium in terms of making students acquire the learner profile and being free as they respect students' thought and choices. In other words, teachers think that their school

internalized the requirements and the philosophy of the program and the medium provided by the school is in line with these. For this reason, as teachers have been working in an IB culture medium for a long time, they have been educated like that and internalized the IB culture. They have learnt to respect the students' thoughts and choices, and try to provide space to the students. So, students are educated in a medium like that and gain the learner profile. Some reflections are as follows:

So, I think we are good practitioners. As we came with that profile, so we are kneaded with this, well I started at the 3rd year of my teaching [profession]. I have been kneading with this [IB] culture since my 3rd year. So, it is very natural for me, it is how it should be. So, I think it is very good when you are educated in this culture. (T8)

I think that our school is one of the schools which implement the IB in the most appropriate way. Students can make their choices very easily... As to the applications I've seen here for two years, it tries to provide space for kids. (T11)

Definitely, our students have [the intended profile]. That is the biggest plus of this school. Students' research side is very strong here... Because they always have a critical perspective. They can be critical and objective... They can reach to a conclusion by themselves about which one is right and which one is wrong by examining all the contrary ideas of countries. Then, they are caring. Our students are very sensitive to social and political issues, and it is important more than anything that there is no limitation to any thought. (T9)

In line with the teachers' views, students also mentioned as strengths that the program is implemented in their school well and systematically. In addition, they think as a strength of their school that there are foreign and more skillful teachers in their schools. Their teachers are knowledgeable enough and they have the ability of transferring this to them. They also stated that they like to be free during their education. Some example quotations are as follows:

...and I think education is very good. I think our teachers have all kind of knowledge and they don't have difficulty while transferring this to us. (S11)

Well, there are foreign teachers [at our school] and we have the opportunity to benefit from their experiences... IB [implementation] is more systematic than other schools and they also leave us to ourselves more in general. (S9)

Moreover, teachers mentioned as strengths of the program's implementation in their school that they have good communication with their colleagues and opportunity to take intensive educations in order to improve themselves. They also mentioned that they always feel the support of their school. So, they become open to improve themselves as well in order to implement the program more appropriately. They mentioned that they always evaluate themselves with the help of the reports and renew their programs accordingly for better applications. In other words, even though they think they make it well, they try to make the best in order students to get a better education. Some example quotations are as follows:

We don't have any difficulties during training or during our communication inside our coterie, we don't have any problem now. Well, I don't know what we will do to make it better. (T11)

In terms of teachers to improve themselves, the school made lots of things for us, of course. Here, we need to call a spade a spade. They send us to lots of training and they also make a great effort both materially and morally. (T1)

Of course, we always evaluate ourselves... First of all, we don't become sad while facing ourselves. We consider this as something improving us... Even if the total results [of the reports] are always so high, we [think about] how we can do it better. Accordingly, we try to do things in the direction of the points which need to be improved... We renew our things, we renew our materials... We are not satisfied with one thing. I think our strongest side is this. We are people without ego and we are also open to improvement like IB. (T8)

Similar to the teachers' views, students also stated as strengths of their school that they have good communication with both their friends and their teachers. Although they are not sure if this is because of the program or their small number, they like to have close relationships with both their teachers and their friends. Moreover, they mentioned that they have the opportunity to gather individual supports from their teachers for both personal and academic problems whenever they need. Additionally, they also stated that there is less competition between IB students so that they become closer and their friendship becomes stronger. One of the students explained this as follows:

Well, maybe this is because we are a small group in number, we have a close relationship with our teachers. Due to this close relationship, we have the opportunity of receiving teachers' one by one support, instantly, in every topic such as personal problems or other usual academic problems. In addition, when we say relationships, our friendship medium is also very different. What I see in IB students, I'm also one of them, they don't have an extreme competition spirit. So, friendship is stronger and more rooted. I don't think that anyone else can experience the same things with me at high school. You know, turning into a family as a class... This is what I loved the most. (S2)

Finally, teachers mentioned as strengths of their school implementation that they are providing courses out of the MoNE program and the programs of the teachers are planned well. More specifically, although it causes additional costs to the school, they try to give extra courses suggested by the IB in addition to the MoNE courses. Additionally, teachers like the flexible structure of the implementation in their schools as it provides freedom to both teachers and students. They have the opportunity to arrange their course schedules and also their lesson plans so that they can make the required changes according to their students' needs. Some example quotations are as follows:

We, at our school, give the courses, like the economy and visual arts, which are out of the normal MoNE program. This is of course additional cost to our school. (T2)

Thanks to the flexibilities coming from the IB, the school arranges the course schedule according to the teachers' requests. This is our own initiative... Three teachers share the course hours, but school administrative leave all of us free at these hours... So, when needed, teachers can have the opportunity to pass each other to complete the subjects, this is very positive. Else, school administration also provides us the opportunity by leaving us free at that time to lecture five hours at a week. In this way, the teacher can focus more and finish soon... I'm not sure if this flexibility can be found at other schools. There I also no limitation at texts. We can choose any writer we want, we can give [students] to read any book we choose. Teachers and students are free at this school and this is very important. (T9)

In conclusion, both teachers and students mentioned that they think positively about the implementation of the program in their schools as they think it is good and systematic. Teachers emphasized the importance of composing the IB culture medium during the implementation; whereas students emphasized the importance of teacher

quality and having foreign teachers. In addition, both groups like the flexibility of their school occurred by the IBDP as it provides freedom to both teachers and students in terms of their course selections or weekly course schedules. Finally, both groups also mentioned the positive side of having good relationships at their schools. Teachers focused on the good communication between their colleagues; whereas students mentioned the close relationship with their teachers and their friends.

4.2.4.2. Weaknesses of the IBDP

The interview results showed that although some of the teachers and students look at the program positively, there are some points raised as weaknesses in the program, such as heavy load, time allocated for the program, course selections, expensive and insufficient teacher training, low-grade weights of some courses, lack of programs' own books and recognition. To begin with the heavy load, both teachers and students mentioned the intensive and heavy load of the program as a negative aspect. Some of the teachers mentioned that it is a program with high expectations and work-loads and nearly all of the students agreed to this view. Both teachers and students think that meeting the requirements of the program such as writing essays, taking oral or international examinations, is really hard for students. Some reflections are as follows:

IB is a heavy program actually. It has high expectations and it loads a lot of work to the students. Well a lot, think about how many courses there are, they write essays from all of them, they enter to oral exams, they prepare extended essays. Even a university student doesn't do that much actually. (T8)

...intensive workload. Well, writing too many essays, entering international exams, those APs, SATs, TOEFL, etc. All of these are overwhelming after some time. Except this, courses like TOK are out of my interest so that they are overwhelming for me a little. Except these, there is no nuisance. (S7)

Moreover, interview results revealed that nearly all of the teachers mentioned the duration of the program as a weakness. They think that two-year is enough neither for gaining learner profile nor taking all the required courses. For this reason, they mentioned that schools need to add IB-preparation years in order to make students gain the requirements of the program. They also emphasized the importance of IB

continuum. In order students to get used to the program and its philosophy, it is better to start from primary school. If this is not possible, then preparation classrooms are needed according to the teachers. Additionally, they also mentioned that the duration of the program is not enough for explaining the topics deeply as well or having the opportunity to take more courses from each subject areas. Students are allowed to choose at most two courses from one subject area but this is not enough for some areas like science. On the other hand, students mentioned the limited time of the program as a weakness because they have trouble while doing the works in time. They think that the workload of the program is very heavy but the duration is very short so that they have difficulty in completing all the requirements. Some highlights are as follows:

Duration in two sections. We are lucky in our school. Why? We have a two-year preparation class but there is no preparation process recognized by IB, as you know. This is totally related to the school-based curriculum. For this reason, according to us, it is hard to complete in two years. Especially, if we are talking about K-12 and if there isn't MYP and PYP in your school, these kids have no chance to do when they suddenly enter to an academic world like that at the 11th grade. So, some schools prefer to implement this [pre-IB] one year. But for me, this is at least a two-year preparation... Then again, I think that a two-year IBDP is not enough for most of the subject areas. (T3)

I think there are some missing topics [at IBDP]. For example, in terms of science, students can choose at most two science courses, which is a lack according to me. Well, before graduating from high school, students aren't ready for choosing a profession. So, I think not being richer [in terms of choosing more courses] is a lack of the program. But time is also a problem, so I also understand why it couldn't be. (T6)

There aren't many things I perceive negative. But, they want essays from us at each course. This causes extreme trouble for us. We already have very limited time and there are also [requirements of the] university applications. (S13)

Furthermore, the results of the interviews also revealed that both teachers and students think as a weakness that the program leaves the guidance of choosing courses to the schools. In other words, the program gives freedom in terms of opening the courses to the schools. It also leaves guidance to schools during students' course selections; which causes confusion according to students and lack of some courses according to both teachers and students. Some example quotations are as follows:

It [leaving guidance to school] is a little bit troublesome I think. For example, some schools say that mathematical studies is a very low level [course]. But maybe this kid really needs it. You cannot decide on this if the framework of the program involves it. I don't agree with that. (T11)

What I think negative may be choosing courses. Because they [teachers] can confuse you too much. You can choose dance rather than physics, which is very irrelevant and if you are into arts as well, this can confuse your mind very much or on the contrary, you can't take all the courses you want because there is a limitation of six courses. (S3)

Besides, two additional weaknesses of the program according to teachers are expensive and insufficient teacher training and low grade of the TOK course. Interview results showed that teachers find the teacher training opportunities of the IB expensive and insufficient so they cannot attend to most of them. However, they also add that it is very important for them because sometimes the external members of the program do not want to go to some of the countries due to security problems so the IB concede evaluation of the internal members. For this reason, it is important for them to attend the workshops as much as possible in order to improve themselves. Additionally, they think that TOK is one of the most important courses in the program in training students according to the learner profile. However, the grade weight of the course is very low (three out of forty-five) and students have the opportunity to choose their TOK study topic. If they choose an ordinary and easy topic, this does not retain them from getting their diploma. This causes risks for actualizing the aims of the program. Teachers explained these as follows:

About the program, I can say that IB organizes workshops, etc. But what I heard from my friends is that these are very expensive and not enough. They also know that. Another problem that we have experienced lately is that when there is an evaluation in IB, people from IB are not coming due to the safety factors due to the situations of some countries. Then, IB gets help from local IB members more, which can be a weakness. (T10)

You do an ordinary TOK study and you get zero out of three but you can still get your diploma. Thus, the most important study for actualizing the profile is valued only three out of forty-five. This creates risks. So, the program is supporting student profile through this, but its weight in the program isn't high. (T2)

Finally, students mentioned two more weaknesses of the program as lack of its own books and recognition in America. Interview results revealed that students need a book series belonging to the IB as books from different publishers confuse their minds. Besides, as there is no direct entrance opportunity of the IBDP diploma in America, students need to enter to the university entrance exams like SAT. This is overwhelming for them as the requirements of the program and these exams are both compelling. Students explained these as follows:

One thing will be nice, a book series, there is a curriculum of course, but something like a book series belonging to IB will be [good]. Because Cambridge [book] says something different, Oxford [book] says something different. Or in Oxford, especially in biology books, some information is foregoer. So there is no standard [in books]. (S5)

Well, the problems I lived... For example, if you want to study in the US, they want very different things like the SAT, as well. IB is really a tough program by itself, it requires a lot of things. For this reason, additional requirements [for the university applications] to IB is overwhelming [me]. (S4)

In conclusion, although some of the teachers and students stated that there are not any weaknesses of the program, some others stated that the duration of the program is not enough for gaining the required skills and taking all the wanted courses. It also makes the program more intensive that students have difficulty while completing the requirements in time. In addition, as it is not possible to take all the courses, IB leaves the guidance to the schools in terms of students' course selections but this causes trouble both for teachers and students.

4.2.4.2.1. Weaknesses of the Implementation of the IBDP in Turkey

As mentioned before, most of the teachers and students stated that both the National Program and the IBDP are implemented together concurrently in Turkey and they consider this negatively. Interview results revealed that the reasons for teachers' considering this negatively are the differences between two programs; the exhausting structure of implementing two programs; and the insufficiency or insignificance of the courses. In line with these, students mentioned that they also consider this negatively

due to the intensive workload of the programs; not having opportunity to select the intended courses; having too many exams; and having different subject areas of study.

To start with the differences between the two programs, interview results revealed that most of the teachers consider these two programs very different than each other both at administrative things and the philosophies. Because of that, it becomes harder to implement both of the programs together. Teachers need to combine two programs in spite of their occasionally contrastive requirements and philosophies. In other words, when they have to implement both of the programs concurrently, due to some bureaucratic obstacles, like different requirements or philosophies, there become conflicts. For this reason, they believe that it is actually not possible to implement both of the programs together in absolute meaning, rather they just joint one on another and try to find a way for the implementation. Some reflections are as follows:

We can have some bureaucratic obstacles. For example, we have to enter a grade to the e-school [system] and this is like two written exams, two oral exams and a practical performance at minimum. Whereas we are doing a lot of things at IB... At e-school, it is like that you cannot give an oral [exam] grade lower than written [exam]. Say that one kid got 70 but didn't do any project. At IB, you give zero if s/he didn't do or didn't submit it. Then, what should be done is done, s/he faces the consequences. However, in reality there is e-school, MoNE, and the system doesn't let this and what happens? Late in the term, we really have to say "Come on child". This is the worst scenario. IB students are responsible; but this also happens. I understand kids as well, they work too hard. Sometimes there can be cases that 24 hours isn't enough for them. There are some conflicts like that. That is why I think that this situation disrupts the IB philosophy a little bit. As I said before, it must be "OK, you didn't bring it on time then you get zero". Because doing something on time is as much important as doing it. (T3)

Actually, it is not possible to implement both the National Program and the IBDP together theoretically. Selected courses at IB cause us not to select another course at e-school. For example, we can't give three science courses in terms of the science area. Thereby, if we give physics and chemistry, we can't give biology. Or one student can never take science courses. He will take social sciences courses. We don't have the opportunity to put all IB and MoNE courses to the e-school at the same time. We add must courses of the MoNE and the IB courses as elective courses. Somehow, elective courses in the IB are articulated to the MoNE program... We just try to deal with it in a jointed way. (T2)

As the programs are jointed to each other during the implementation, teachers mentioned that both students and teachers have difficulties in adaptation during the transition from one program to another. Teachers need to be careful about the classroom or the assessment activities as the philosophies of the two programs are very different than each other. In addition, as the teachers have taken their own education via the National Programs, they also have difficulties in adapting to the IBDP. One of the teachers explained this as follows:

Sometimes, after explaining a very verbal topic in IB, I realize that I didn't solve questions about that, but this is already not a topic like that. We inevitably think as if it were MoNE. I have been in this process for ten years, IB is half of this. Before IB, solving questions as many as possible was more important than understanding the topic itself. But now we create the framework, we discuss with kids, they give examples and we reinforce their examples. So the system is good but, since we were also educated via the National system, it isn't easy for us to be integrated into this system... This isn't a problem only for our school, but for all schools... We give both National and IBDP. In National process, a good question improving the inquiry is asked suddenly by the students and we discuss it. But the opposite can also happen. I may find myself solving questions intensively in IB. It is actually the biggest challenge. (T5)

Furthermore, both interview and observation results showed that there are also differences in the terminology of the two programs. In other words, the same situation is called differently in different programs. For this reason, students have to learn both terminologies and they have to be careful about not confusing them to each other. Teachers need to emphasize these conflicts during the courses in order to make the students differentiate them. However, this does not prevent the students' confusion mostly. Some example quotations from the interviews and observations are as follows:

I don't think it [implementing both programs] is right, frankly. So, you also came and observed. Well, the things we do at IB don't coincide with the National Program... As I said, there happens sliding inside but you see for example, you explained this like this at the National but it isn't like that at IB. This leads kids to have big confusions, too. We have great difficulties while explaining because I say at every National course that yes this was like that at IB but at National you have to write this like that, you have to think this like that. So believe me, there is no junction point. (T5)

Chemistry (School A)

While explaining the ion naming, the teacher wrote on the board the names of the ions like “sulfate (VI) ion” and “sulfate (IV) ion” but then emphasized that “sulfate” is “sulfit” at National Program and warned students about not confusing them. Similarly, students answered the teacher’s question by saying “spherically symmetrical electron distribution” but the teacher warned them by saying “It isn’t in IB curriculum. If you answer like that it can’t be accepted”. It is named as “shielding effect” in IB curriculum. In line with these, students asked a question about the working principle of the refrigerator and the teacher answered by saying “We will talk about it at the National, it isn’t here”.

About the exhausting structure of implementing two programs, teachers mentioned that the workload of the students becomes so much and the time is not enough for completing requirements of both programs. They also added that, as both programs are intensive and heavy programs by themselves as well, trying to complete both of the programs concurrently and to be high achievers at both of the programs tire students out not only physically but also emotionally. In addition, students need to take tutoring via shadow education for the university entrance examination, which also tires students out. For these reasons, teachers mentioned that students must choose their way before starting to the IBDP in order to be a high achiever. In other words, they need to choose to focus on one of the programs and study harder for it, whereas completing only the basic requirements of the other. Because of that, according to teachers, students need to think of where to study at the university before starting to the IBDP so that they will focus on the IBDP if they want to study abroad, whereas they will focus on the National Program and the university entrance exam if they want to continue their education in Turkey. If they do not decide to choose one of the programs and try to complete both of them properly, they mostly become low achievers at both programs or they tire themselves out both physically and mentally. One of the teachers explained this as follows:

... Here, more than completing the National Program, in addition, if they enter the university entrance exam in Turkey and take tutoring and this is putting pressure on young people. For this reason, if a student entered the IB process, surely, s/he should have made a very clear decision about her/his choice and expectation with her/his family. Otherwise, he may have hard times... This pressure isn’t created if there is a middle-level achievement expectation at the university exam in Turkey. But, both completing IB and entering a very good

university in Turkey with very high scores, no student achieves this by her/his own. With the help of tutoring or private courses... IB is an intensive program by its own. When these are added to that, students get exhausted very much both physically and emotionally. I don't think this is healthy. (T7)

Furthermore, teachers also emphasized the insufficiency or insignificance of the courses due to the implementation of both of the programs. They mentioned that although there is a wide range of suggested courses by the IBDP, students do not have opportunity to choose most of them in Turkey as they also have to complete the National Program and enter to the university entrance exam. For example, although students do not have to take all physics, chemistry and biology courses at the science core, most of them become compulsory to do that as all of them are compulsory at the National Program. On the other hand, as the art courses are not included at the university entrance exam, most schools do not offer a wide range of courses in this area. So, although students may want to choose a profession in these areas, they do not have opportunity to select these courses as they are not offered by most of the schools due to the implementation of both of the programs. One of the teachers explained this as follows:

Performance art is also very important; but unfortunately, we can't offer it in Turkey. They are also really very hard ones and they are the areas which require production in IB. Here, music, theatre, art are very important. It's very helpful for the kids who have taken these courses. We have had kids like that in the past and now they even continue their career in these areas. (T10)

Interview results showed that like the teachers, students considered implementing both of the programs together in Turkey as a weakness. The reasons for this mentioned by the students are the intensive workload of the programs; not having the opportunity to select the intended courses; having too many exams; and having different areas of study. More specifically, students think that implementing both of the programs concurrently in Turkey causes students to have an intensive workload and too many exams. In addition, as the subject areas of the two programs and the requirements of selecting courses from each of these areas are different from each other, students cannot select some of the courses they want. So that, this dichotomy tires students out and they consider implementing both programs together in Turkey negatively.

Firstly, similar to the teachers' views, students mentioned that implementing both of the programs together concurrently cause them to have an intensive workload and too many exams. As they do not have opportunity to choose one of the programs and continue studying on it alone, they have to complete all the requirements of both of the programs, each of which is also intensive by its own. In addition, as the requirements the programs are differentiating from each other, the workload becomes doubled and tires students out. Although sometimes they think that they can do both together by disregarding the National Program a little bit, they mostly see during the process that the reality is not like this as they have to finish both programs with the same success. Additionally, students mentioned that they have to enter too many exams due to attending both programs. One of the teachers explained this by saying:

Our main difficulty is, of course, the double program. So, on one hand we see that there is an expected performance from us at National [program], we are expected to catch up with the other classes [MoNE]. On the other hand, in IB, we need to get nearly, for me, 30-35 [points], out of 45, which is the ideal actually. Double workloads of these, wanting too different things from each other, these tires individual out a little bit as s/he is caught in the middle... There is reality part which is that we have to complete the National [program] with the same success [in IBDP]. So this dichotomy between the two [IBDP and MoNE], I think, creates the biggest difficulty for us. (S2)

Additionally, students mentioned that as the subject areas of the programs are different than each other, they need to take some additional courses for both programs and they cannot take all the courses they wanted. There are two different subject areas which are Turkish-Mathematics (TM) and Mathematic-Science (MF) at the National Program, whereas there are six different groups of subjects in the IBDP. As these are not consistent with each other, students have to take more courses than suggested at one of the programs. In addition, students also mentioned that due to these conflicts occurred by implementing both programs, they do not have the opportunity to select their courses on their own, rather their schedule is set by their teachers. For this reason, mostly the courses supporting the university entrance exam are selected rather than arts and this also tires students out. Although the IBDP is a program letting students select their courses according to their interests, implementing both programs together in Turkey makes some of the courses compulsory for the students and do not let others

to be selected so that the IBDP loses one of its basic structures making it an ideal program. Some highlights are as follows:

For me, as I'm a visual arts student at IB, actually it's a little bit TM normally, but at National [program], I'm an MF [student]. They are a little bit different from each other. So, it's a little bit hard to study both of them. For example, though I don't take physics or chemistry in IB, I have to work on them. (S6)

It is a very ideal program; but, when you can't take the course you wanted, things change a little bit. As we have to attend both programs together in Turkey, it is compulsory because we can't say [studying] abroad is guarantee. Our school prepared our course schedule for us, we didn't have the opportunity to choose. So, they have chosen courses supporting YGS and LYS [Turkish university entrance exams]. Because of that, I have to take maths, physics and English at a high level. But if I had the opportunity to choose, I would choose arts and wouldn't be so hard on maths. Because of these obligations, this program [IBDP] becomes harder and more intensive than it should be. (S2)

Furthermore, teachers also stated as weaknesses of the program's implementation in Turkey that in some schools, requirements of the program are not totally fulfilled and the qualifications of the teachers are not good enough to implement the program properly. More specifically, teachers mentioned that the implementation of the program in all schools are not as it is supposed to be. Teachers pointed out that in order students to get better grades, some teachers help them more than how it should be. In other words, they mentioned that in some schools students do not do the requirements of the program by themselves. For this reason, they emphasized the importance of auditing the implementation of the program in all schools and checking if they maintain the quality of the program in terms of implementation. Moreover, they also emphasized that teacher education in Turkey is not enough for implementing the program effectively. In other words, teachers mentioned that there is a limited number of teachers in Turkey who can give the required or optional courses suggested by the IB, appropriately. This is because they also trained by the National Program, the philosophy of which is very different than the IB according to some teachers. As teachers completed their high school education at the National Program and have not been educated for implementing the IB programs at the university, they do not see

themselves or their colleagues skillful enough to implement the program properly. Some example quotations are as follows:

Sometimes, there may be some teachers doing students' homework. This isn't IB... It is needed to provide an opportunity for students to try, do, think, and present their ideas by putting away the grade concerns. It is needed to audit the IB implementations. Well, we implement IB but how do we do it? There is competition in most of the schools, they offer IB as a plus value; but IB isn't [this], only we are an IB school. But then, when you do homework together with students; you give them [these] as notes, students actually don't learn anything in terms of IB. They need to see that you are just an outside executive. You are a means of canalizing them correctly. IB is a student-centered program. I'm not sure about implementation in Turkey. (T8)

Teacher-student habits cause difficulties in understanding the learning and teaching approaches. There is a difficulty in applying science. On the other side, a similar difficulty is [valid] for maths in optional topics. We have difficulty in finding teachers having full knowledge of these topics... In Turkey, there are a few numbers of teachers competent to teach these topics. For instance, one of the optional topics is group theory. Now, group theory is at the second year of the university; but even those who study in the maths department may not be able to grasp until the fourth year if they don't practice or mature enough... I can say that at our universities, there aren't enough courses related to the optional mathematical courses in IB. (T2)

Finally, teachers also stated that the recognition of the program at universities is not enough in Turkey. As students don't have the opportunity to attend to most of the universities directly via their IBDP diploma grades in Turkey, graduating from the IBDP does not prevent them from entering the university entrance examination. So, both students and the parents need to think of this very well before attending to the program. Interview results showed that teachers think this as a weakness of the programs' implementation in Turkey. Additionally, teachers mentioned that some schools do not let all their students attend to the IBDP, rather they choose these students according to some criteria like their grades, English level and teachers' views. However, some teachers think that this is unfair and not parallel with the IB philosophy as the criteria are grades. All students should have the opportunity to attend the program according to them. Some reflections are as follows:

... The program aims abroad more. If students don't study abroad, it doesn't have enough value in Turkey, except some universities. Thereby, parents, when [we talk about] abroad, money comes into play. Because it's expensive and earning a scholarship won't be very easy sometimes. As parents think that it doesn't have enough value in Turkey, they should really want to invest in their kids' lives. (T1)

Our school is an IB school, well we aren't a school making IB like the other ones... What is the difference between these two? They work with the chosen students. For example, I don't have very good grades, I want to attend IB; but I can't. My teachers must choose me. This is really unfair according to me... If I were a student, I would be very sad. Everything shouldn't be indexed to grades. Everybody should get benefit from this system [IBDP]... In fact, the aim is actually developing a profile like this. So every student in their own scope to [become] better thinkers, better generators, better mother-tongue users... (T8)

In conclusion, according to the interview results, mostly mentioned weaknesses of the implementation of the program in Turkey is implementing both programs together. Both teachers and students think that implementing both of the programs causes intensive workload and restriction to the selection of the courses. In addition, students become obliged to choose one of the programs and focus on the requirements of it more rather than trying to make both properly. Finally, implementing both of the programs causes conflict between the educational philosophies so that both teachers and students have difficulties in what to focus on, how to teach or learn.

Implementation in Schools. Interview results revealed that although both teachers and students think positively about the implementation of the IBDP in their schools in general, there are some points that they consider negatively. Teachers mentioned implementing both of the programs concurrently; having intensive workload of both students and teachers; not leaving course selection to the students; having high level of drop rates; having only the IBDP; lack of skillful teachers and having not enough time for some courses as weaknesses of the implementation of the program in their school. On the other side, students mentioned schools' not providing the desired courses; lack of experience and opportunities; challenging structures; unplanned implementations; sharp system change and not providing enough

information to the students as weaknesses of the implementation of the program in their school.

To begin with implementing both of the programs together concurrently, teachers mentioned that students need to complete both of the programs in order to graduate from high school as it is compulsory at some schools. Because of that, students have to meet all the requirements of both of the programs and get two diplomas together or they cannot get any diploma if they cannot be successful. For this reason, students feel pressure on themselves and this becomes a challenge for the school as well. On the other side, some other teachers mentioned the high level of drop rates at schools. If it is not compulsory to complete both of the programs at schools, then some students prefer to give up the IBDP and continue with the National Program. Teachers mentioned that some students begin to the IBDP as it seems fancy to them but then they realize that their personality is not appropriate for completing both of the programs and they prefer to give up the IBDP. Some reflections are as follows:

We are the oldest school and the difference between us and other schools in Turkey is that we are the only school making a full diploma. So everybody must get the IB diploma... If they can't get an IB diploma, they can't get the Turkish diploma either... So it is a challenge for us because kids have high pressure on them... They need to be successful in the diploma [IBDP] in order to complete the credits and graduate from the Turkish Program. (T10)

This year we have seven students at 12th grade. We mostly start two groups with 20 students each. We are questioning this as well, what happens from the 9th grade to the 12th grade? IB seems very fancy and brilliant, "wow IB student" etc... You know the teenagers, it sounds nice for them, like a nice poetic sound. But when they enter into the program, it really requires very serious labor, time and work from the kids. Personalities of all the kids are not appropriate for this. So, they give up IBDP till the 12th grade. (T3)

Moreover, teachers mentioned as weaknesses of the programs' implementation in their school that both teachers and students have an intensive workload. Students have a lot of things to do that teachers have no opportunity to ask for any other things when they think it is necessary. In other words, requirements of both programs take all the times of the students so that even if it was thought necessary, teachers cannot ask for any additional things from students. Additionally, teachers mentioned that they also need

extra time for studying and improving themselves but their workload is also very heavy and they do not have any extra time for this either. However, they also stated that they need to improve themselves as well because they have not educated via this program or educated to implement this program. In other words, they do not see themselves skillful enough to implement the program properly but they do not have enough free time to improve themselves. Some example reflections are as follows:

The course hours and the academic things like trial exams, P.S.s [problem-solving hours], lessons make it harder for us. Because we have no chance to say “stay one extra hour” to the kids. Because kids are attending to both programs and they aren’t tolerated to any little extra things. (T1)

We do the requirements of the program. Our course hours are appropriate. But, we don’t have enough free time that we can improve ourselves. I can’t study here a lot. I’m trying to study when I get home in the evening. In the beginning, it is OK; but when we come to the end of the semester, it is a very demanding process as there are also extra works. Sometimes, I even give up. I say “No, I can’t do it today. I’m so tired”. I can’t nail it. (T5)

We are also in a change. We live in Turkey. Our education was also in this perspective [National Program], including university. So, it isn’t oriented to experiments, research very much. We also try to improve ourselves. We try to adapt to this as much as we can. More precisely, I think we learn as well. (T4)

Furthermore, teachers mentioned as a weakness of their school implementation that they implement only the diploma program of the IB and it is too late for students to acquire the learner profile attributes. They stated that the learner profile can be observed easier at the students who have been educated with this philosophy since the primary school years. Although they consider not implementing the program in the primary school years as a weakness of their school, they also emphasized their success in terms of making students gain these skills. Additionally, some teachers mentioned that they cannot leave students free during their course selections and they considered this as a negative aspect whereas some other teachers mentioned the opposite as a positive aspect of their school implementation. More specifically, they emphasized that they need to guide students during their course selections because they need to think about the requirements of both programs and the necessities of the universities. Some example quotations are as follows:

... Maybe you can observe these [attributes] clearer at a student educated like that [IB] since her/his primary school years; but the big achievement is students to mention this by themselves at more academic [oriented] schools like us. (T1)

We can't leave students very free. For example, we impose the obligation of maths and physics to the students who want to study engineering. We impose the obligation of biology, maths and chemistry to the students who want medicine or molecular biology. Except that, we direct students who want [to study] arts to take visual arts course; who want departments like management, economy to economy courses. But, what is critical here is that departments related to engineering and science have requirements abroad. We have to meet them at a minimum. We try to be careful about course selections in this framework. (T2)

On the other side, students mentioned schools' not providing the desired courses; lack of experience and opportunities; challenging structures; unplanned implementations; sharp system change and not providing enough information to the students as weaknesses the program's implementation in their school. More specifically, students mentioned that as some of the schools are implementing the program pretty new, they had problems in terms of providing some courses due to lack of experiences and opportunities. Some other students also mentioned that they had problems in terms of course selection but they explained this by schools' restrictions. More specifically, students mentioned that there are limited courses in their schools compared to the ones suggested by the IBDP. Students think that although the qualifications of their teachers are enough to offer some courses, they do not and then there becomes a limited number and variety of courses. Some highlights are as follows:

As it was the first year [of the program], there were some small problems. We also learnt together with the school. At the beginning of the course selection period, some problems happened... Problems like "how can we select?", "why isn't there this course?" happened. This was because of the opportunities of the school, I guess. (S3)

Actually, teachers are good at our school. However, according to IB, there are more courses that we can take; but our school doesn't offer most of them. For example, I wanted to take international history; but they said that they couldn't offer it though there are history teachers at our school. I was extremely surprised. For this reason, teachers can be good but they can offer more courses. (S10)

Although some of the students mentioned that the program is implemented in their school systematically and they consider this positively, some other students mentioned the opposite. Students mentioned that the program changes sharply as they are educated via only the National Program until the 11th grade. Important things like the philosophy and the exam types change but the students are not informed enough about these changes. Because of that, they have no idea about what to do or how to study at the beginning. In addition, when they compared the implementation of the program at their school to the schools abroad, they think it is implemented more systematically and planned abroad and schools there provide more information about the program to their students so that students know more about what they are starting. Some example reflections are as follows:

Because we only were thrown into it directly, we were thrown into it like “go your own way”. They only said make use of the time well and that was it. We turned around by asking what we are doing. (S13)

I can't compare this with other schools actually. It is like that last year, my father moved to Dubai and I was planning to move as well... Because of that, I also observed a school making IB there as well. IB system of this school was more planned according to me. All of their teachers were foreigners. It is more like that there were [posters explaining] what and when will it be done on their walls. When I started IB, I didn't know what to do well. (S9)

When students were asked about how they are coping with these problems, they mentioned that they get support and guidance from both their teachers and friends; they learnt to manage the time; they worked harder and take additional courses; they changed their test solving styles and they focus on only one of the programs. To begin with the support of teachers and friends, students mentioned that as the number of the students in the classrooms are very few, teachers have opportunity to deal with all of the students personally and guide them as they are knowledgeable enough. In addition, they mentioned that as they don't see their friends as competitors, they always support each other by recommending and motivating. In this way, they helped each other while coping with the weaknesses of their school. One of them explained this as follows:

As the number of students is few, all courses are like private courses and then all these deficiencies were overcome. And the close friendship between us, I

don't consider any of them as a competitor, everybody is only the friend for me... We continuously supported each other like "Don't you study this? If you want, I will give you these notes" so we fired each other up... As we always take each other further, there was continuously cheering [each other] up and motivating. What helped me most was that. (S2)

Moreover, students mentioned that they learn to manage their time and work harder. They also get support from their family or other teachers, i.e. private courses, during their studies. They mentioned that they need to plan everything and they use their every free time for additional studies. In addition to their efforts in classrooms, they take extra and private courses for repeating what they learnt in the classroom. One of them explained it as follows:

I am already an organized person, so that I am always planning it by myself. I write everything, I try to start doing things early... I think about them always or I talk to my mother. Talking and discussing with someone develop my thoughts about that topic. One more thing is that I'm also always working with private teachers. For this reason, I repeat what I did in class so it is good. (S9)

Finally, students mentioned that they found new strategies to cope with the difficulties they lived. For example, one of the students stated that he had changed his test strategies and he had started to read the questions one more time to understand them better. In other words, he mentioned that it was possible for him to solve the problems at the National exams by reading the questions once. However, this is not possible at the IBDP exams as he finds his mistakes while reading the second time. Another student decided to focus on one of the programs in order to cope with the difficulty of being high achiever at both of the programs. She mentioned that she preferred the IBDP and she gives priority to the courses in this program. Teachers also supported that idea and they mentioned that they observe this on their students as well. As it is too hard to be high achiever at both of the programs, students mostly prefer one of the programs and focus more on it. They only do the basic requirements of the other program in order to complete it. This preference of the students is shaped due to their preferences of universities. In other words, if they prefer to study in Turkey or in America, they focus on the National Program and the general university entrance

exams like SAT, GMAT, LGS and YKS; whereas they focus on the IBDP and try to higher their grades if they want to study in Europe. Some reflections are as follows:

It was really hard at the beginning; but then, after the first exam, I started to read the exam one more time because I generally do it quickly. At the exams, I forget the things due to the excitement, to read the questions totally. For this reason, when I read for the second time, I generally find my mistakes. (S8)

I give priority to my IB courses. For example, history exams, I was studying hard for them last year. This year, I study only one hour before the exam. (S10)

... The preferences are different. So, the students' focus is different. The student needs to focus more on IB because s/he doesn't have a plan about studying in Turkey... Attending IB or going to the US by increasing [her/his] average or selecting the easier courses in IB and then going to Canada or the US. Because their [university] application requirements are a little bit different. But for our kids who go to England and Europe, IB is the most important. But the ones who go to America have to achieve both at the National Program and in IB so their GPA will be enough to enter the university. (T10)

In conclusion, both teachers and students mentioned as a negative aspect of their schools that the students are not free enough during their course selections as the schools can offer only limited variety of courses when compared to the ones suggested by the IB. In addition, even if it is offered, students cannot select them due to the limitations caused by both program implementation. Implementing both of the programs in their schools causes intensive workload for both the students and the teachers. So, some students cannot complete both of them. Finally, students mentioned as weaknesses of their schools that lack of opportunities and experiences, which disrupts the implementation of the IBDP.

4.2.5. Suggestions for the Implementation of the IBDP

Suggestions for the IBDP and its implementation in schools and in Turkey are presented under this theme. First, teachers' and students' suggestions about the programs' general are presented. Then, suggestions for its implementation in schools are given. Finally, suggestions for its implementation in Turkey take place.

IBDP. In terms of suggestions to the IBDP to improve its own, both teachers and students suggested the IB making some changes in the courses; make the schools begin to the program earlier; and to change the measurement and evaluation system. More specifically, teachers think that the weight of some courses is not enough in grading system; the number of some courses is not enough; levels of some courses are not appropriate; and comprehensiveness of some courses' content is not enough. So they suggest to increase the value, number and extent of some courses and rearrange the levels of some courses. Similarly, students think that course selections need to be more flexible and free. They suggested not to have compulsory courses or limitations in the number of courses from the areas. In other words, students suggested the IB make students freer during course selections by making the structure more flexible.

To begin with, teachers think that students value a course due to its weight in the grading system. In other words, students cannot understand the importance of the courses, experiments and projects if they are not graded or if the weight of their grade is low. So, teachers think some students prefer not to study for the TOK, CAS and extended essay properly due to their low involvement in the grading system though they are very important for the IB and very beneficial for students. Although students plow when they do not do these requirements according to the new arrangements done by IB, teachers think that this is not enough when compared to the great efforts of the students. For this reason, teachers suggested the IBDP value courses or projects like TOK or Group Four Project by grading them as well; increasing the weight of them in the program; giving additional certificates or giving course hours for them. Some reflections are as follows:

Students don't get a grade from Group Four Project. When they learn this, they leave aside these courses by saying "OK, I'm not getting a grade anyway". (T4)

I should increase the weight of the TOK and extended essay. Three points are low... The extended essay, TOK and CAS can become of secondary importance. Its weight needs to be increased... They made an arrangement about this lately. So, there is a plow now when one doesn't make the required study in these TOK and extended essay. However, it is still a lesser result when compared to the efforts given. Maybe, IB can reward the result gained from there with another certificate... They can give an excellence certificate. For

example, if a student reached a very well success at extended essay, especially at the uncommon extended essays such as maths and science, an appropriate certificate can be given. (T2)

Additionally, teachers also suggested to increase the number and extent of some courses and make some arrangements at the levels of the courses. In other words, teachers think that the number of must courses at each area are not enough, especially at the science area as they think students need to take all three courses, physics, chemistry and biology, at this area. They think students need to take all of the courses at least at the standard level in order to become knowledgeable enough in this area. They also suggested widening extend of some courses especially in terms of Turkish context. As an example, in Turkish Literature course, teachers think that the list of suggested books is limited in terms of Turkish writers so that students mostly write their essays on the same topics and they feel that they are not free while choosing. Lastly, they also suggested making some arrangements in the levels of the courses because they think that some courses are very high level in terms of their loadings but they are labeled as standard level by the IB. Because of that, they suggest the IB rearrange these courses in terms of their levels or limit their comprehensiveness. Some example quotations are as follows:

Maybe, there would be one more [course] in the science area. So, physics, chemistry, biology, especially science courses, are not finished at IGCSE, at the end of the 10th grade. I think students must obviously take all three science courses, at least at the standard level. In fact, design technology can be given as well... Maybe, the ones who have chosen two high-level science graduates somehow strong enough but I think the ones who have chosen two standard level or one high level are not taking enough science [courses]. Maybe, an improvement should be done on this topic. (T6)

I find the reading lists limited in Turkish Literature [course]. Maybe they can have difficulty in terms of examiners; but the list is limited and it stacked around somewhere. For example, there is no Zülfü Livaneli [Turkish writer] in the list. So according to me, it must be... I would change the book lists... Some of the students ask “Why isn’t there this book?” “Why isn’t there that?” They are right. I think these lists should be expanded. (T2)

It is a high-level course... You are reviewing the whole the 20th century history but you see this as a standard level course. This isn’t correct. This is a very high-level history education, it must be named as like that. Maybe, two options

should be offered to the students like the other IB [courses] such as high level and standard level... At the standard level in history education, topics will be limited. Topics are very comprehensive. It starts from the 19th century to present; we talk about the 21st century globalization topics. Maybe, limitation of the topics should also be. There are many and very detailed topics. (T9)

Similarly, students think that course selections need to be more flexible and free. They suggested not to have must courses or limitations in the number of courses at each area. In other words, students want to take courses they like or they think that they are beneficial for them; whereas they do not want to take must courses if they do not like or they do not find them beneficial. For example, some students do not want TOK course to be compulsory as they think it requires knowledge and tendency or it is nonetheless; whereas some others want art courses to be compulsory as they think everybody needs art in their life. For this reason, students suggested the IB making them freer during course selections by providing more flexibility. They suggested the IB having a core curriculum with standard level courses and then leave the other choices to the students. Because of that, they do not find it appropriate to have six courses limitation. They think that this should be optional as well. In other words, it should be possible to have seven courses for some who are interested; whereas it should be five for the ones who think it is enough. In addition, students also think that IB does not give enough importance to the sports or arts and they suggested to increase the course hours of these. Finally, they suggested the IB offering more various courses according to the interests of the students. Some highlights are as follows:

This was in my TOK presentation as well. TOK is a main course, that is, it is a must course for everyone; but actually it requires knowledge and tendency. If one student doesn't have this anyway, this can't be improved no matter how much you forced him. I like this part of IB, we can choose the courses by ourselves; there is no obligation. However, at TOK, it is possible that students can't have a tendency and making it compulsory isn't very appropriate. (S4)

IB mustn't limit a student with only six courses. After having something like core curriculum, for example, at the SL level, there should be certain courses. They are in IB but these courses should be expanded. In that way, a little bit from everything, what we say liberal knowledge. In addition to these, a half or a quarter semester, you will take which course you want. It will be nicer to tend towards the courses wanted. It is a very big mistake to take art courses as a

group-8, group-6 course. They must be separate and compulsory. Art course mustn't be optional, it is a little bit sad it to be optional. (S5)

There should be more various courses... For example, there should be a course like management because it is available at university. You can divide the economy into many departments, like business, organization, etc. There should be more variety. (S8)

Furthermore, both teachers and students think that the 11th grade is too late for gaining the philosophy and the attributes of the IB so that it is important to begin the program in primary years. In other words, they suggested the IB implementing the programs (PYP, MYP and IBDP) in a continuum or if not possible, starting to implement it earlier as a four-year process. They explained this as follows:

My foresight is that in order IBDP to be effective, it must be implemented K-12 at a school. It can really make a perfect sense only in this way. And kids must attend to PYP, MYP and UBDP by starting from preschool. Otherwise, there will definitely be shortcomings, unfinished things. (T3)

It would be great that IB to be implemented earlier; actually not two years, it would be four years. Because, it is for the ones planning to study abroad, so, for the ones who speak [English] as a second language. So, the more we are in this education, the more beneficial it is for us. (S6)

Moreover, both teachers and students suggested changing the assessment systems of the program. Teachers criticized the program due to its paper-based examinations; whereas students criticized the conservative grading of these papers. In other words, teachers think that though there are various assessment materials, most of them are paper-based and the dates of these assessments are mostly overlapping with the Turkish university exam. As getting the diploma is directly connected to these papers, teachers suggested to change it. Similarly, students think that the evaluation process of the program is so conservative that students cannot choose the topics they want because they want to get high grades from their projects. For this reason, they suggested the IBDP changing the assessment process and criteria in order them to be more creative. Some reflections are as follows:

They are graded out of seven. This includes external examinations, internal examinations, it is varying: written assignments, lot of things... For instance,

English is paper-based. In 2017, the 12th grade students will enter the exam on May 3-4. One day Paper-1, other day Paper-2, 70% [of their grades] will come from there. How high percentage. Thus, the system is very good, everything had been thought according to me. However, it makes me sad; it really annoys me that students to go for the two 90+90 matches and their taking or not taking the diploma is due to these matches. (T3)

We are writing on topics like being freer; but the evaluation of these writings are so conservative and they are evaluated in a completely opposite way. For this reason, although they give the opportunity to be open-minded and continue our own thoughts, I don't think that they evaluate these completely according to our views. Because of that, though they say that make research on the topics you wonder, when I looked at the criteria, I can't do that at most of my projects. Because I don't think that they are under these [topics] and I need to get a grade at the end. So, they should keep assessments more open. In this way, we will have the opportunity to be more creative, I think. (S9)

In addition to these, teachers suggested the IB making the IBLP more known and to control the schools more frequently and differently. In other words, teachers think that the learner profile is embedded in the program very well but it is not visible enough. For this reason, they suggested to make the profile more visible and known although they mentioned that the IB has started to do that a little bit. Similarly, they suggested controlling the schools more frequently and differently because they think that when the IB leaves the control of the reports and assessments to the school, schools do not do this in a uniform way. In other words, they think that there is a big difference between the two schools, like program implementation years, and two students who scored the same at different schools. However, they also mentioned that during the controls of the IB, all schools show the same requirements. For this reason, they suggested changing not only the frequency but also the control system of the IB in order to better monitor the process. Additionally, they also think that when the IB controls the schools once at five years, they need to search for the reasons of the faults like drop rates and force the schools to make the required changes to get over these problems. In this way, teachers think that more universal and uniform opportunities should be provided to all of the students. Some example quotations are as follows:

It [IBLP] needs to be expressed a little bit more. It is hereby embedded in the program; but IB made something for it too. They started something like approaches to teaching and learning. Education for teachers too... (T10)

It is necessary to have a completely universal association. For example, IB can make control from the beginning of the process. Because, there are some certain rules. It says that you can't start the IB program before starting the 11th grade; but there are schools starting earlier. But, it shouldn't. Because, they [schools] make them [students] finish earlier, but they show duration as if it was 18 months... IB should make monthly controls from the beginning, maybe. This will be of course an incredible burden; but students can prefer this. It brings CAS coordinators, CAS advisors the necessity of behaving a little bit more ethical, more honest in terms of moral values. I'm not supporting pressure... However, sometimes the audit has triggered a structure that will provide the same opportunities to all young people. (T7)

On the other side, students also suggested some other things to the IBDP like alleviating the burden of the program; increasing the recognition of the program all over the world; increasing the duration of the program; writing books specific to IBDP; and adding a professional perspective to the CAS. More specifically, students mentioned that the program is very intensive and heavy so that they have difficulty to complete all of the requirements of the program in time. In other words, students stated that there are a lot of requirements of the program but there is only a two-year period to complete all of these. For this reason, some of the students suggested alleviating the burden of the program; whereas some others suggested increasing the duration of the program to the IB. One of the students suggested both of them as follows:

I should change having so many essays and things. It would be better if we can choose one, from the topics we want or a mixture, like extended essay, we work on it more. Why? For example, I make an experiment from biology, I make aspirin in chemistry, in psychology, I involve people in my experiment and question them same as you, writing in TOK, writing in English, writing in Turkish, writing in maths, so on... Too many things in a very short time. If they say these have to be, then I should have started it last year. (S13)

Additionally, students also suggested writing books specific to IBDP and adding a professional perspective to the CAS. Students think that having a special series of books belonging to IB should be better as they mostly have difficulty while using various books. In other words, the knowledge given in the books change from book to book and not having a standard makes it difficult for students. Similarly, they also suggested adding a professional perspective to the CAS because they think that

projects in the CAS are very general. They suggested making more specific things to their future professions like making internships and attending competitions as well during their CAS projects. Some highlights are as follows:

One thing will be nice, a book series, there is a curriculum of course, but something like a book series belonging to IB will be [good]. Because Cambridge [book] says something different, Oxford [book] says something different. Or in Oxford, especially in biology books, some information is foregoer. So there is no standard [in books]. (S5)

Something job-oriented, profession-oriented should be added to CAS. CAS is mostly [basing on] social activities, students to improve themselves; but this is very general. Maybe, by going a little deeper, if the student decided what s/he wants to do in her/his career, something additional about this should be added. Something could be done for internship... For example, there are hackathons, the competitions that designers and computer [professionals] attend. Trips should be organized to them within the scope of the school. IB should put these to their guidelines for motivating schools. I would absolutely change this. (S3)

Finally, students suggested increasing the recognition of the program all over the world, especially in the US. Students mentioned that they find the program more European-based and suggest making IB such as AP in the US so that the universities in America can recognize the program. So they can enter to the universities in America directly via their IBDP diploma grades. One of the students explained this as follows:

I actually want schools in the US to participate in IB too, universities and I expect it to be more intertwined. It is now only European-based. For this reason, I wanted it to [become] more [widespread] at American universities. I would want IB courses to be like AP courses. (S11)

In conclusion, both teachers and students suggested to the IB to start implementing the program or other programs earlier as both groups think that the age groups are very late and the duration of the program is limited for making students to gain the philosophy and the attributes of the program. Teachers mostly suggested providing the IB continuum at all schools; whereas students mostly suggested to start the IBDP earlier and increasing the duration of the program. Additionally, both groups also suggested changing the measurement and evaluation system of the program due to its conservative structure like being paper-based and structured with criteria. In other

words, although there are varying assessment tools for the students, they still think that the measurement and evaluation system is not parallel with the philosophy of the program. Finally, both groups also suggested some changes in the courses. Teachers mostly suggested to make courses compulsory and valuing them by grades or certificates; whereas students mostly suggested having more flexible course options rather than obligations.

Schools. Interview results revealed that both teachers and students suggest IB implementation in their school to begin earlier. In other words, although they have suggested to the IB making IB continuum obligatory for all schools or increase the duration of the IBDP, if this is not possible, they suggested their school to make it by its own. As both groups thought that the duration of the program is not enough for actualizing the requirements and the philosophy of the program and the age group is also late for this, they suggest their school to begin the IB programs earlier. Teachers mentioned that when it is begun to be implemented at the high school level via the IBDP, students' background educations are not appropriate for implementing the program properly. Then, it takes time to make students gain these necessities. Teachers suggested some solutions to this problem. For example, they suggested their school to add additional requirements for the application of the IBDP like some qualification exams rather than accepting only with English qualification. In addition, they suggested their school to begin the IB programs at the primary years or if this is not possible, they suggested to make the previous programs similar to the IB programs. Another solution they suggested is increasing the number of course hours at the pre-IB classrooms. As mentioned before, schools in Turkey provide one or two-year pre-IB classrooms in order to prepare and adjust students to the IB mentality. However, teachers think that this is not enough for this aim and they suggested their school to increase course hours in pre-IB. Finally, they also suggested their school to support the IBDP with social activities more. In other words, they think that they do not use their schools' opportunities like social activity clubs enough to support students' learning and they suggested to do that more. In sum, teachers think that the duration of the IBDP is not enough to gain the philosophy and the abilities suggested by the

program so that schools need to support this in various ways. One of the teachers summarized these as follows:

I think some other qualification exams must be applied, not only English. And at the background of this, it must be examined from which kind of school the student comes from... The content of Turkish courses is needed to be changed, from the elementary [years]... Thus, kids actually don't have skills that we suddenly try to make them gain. It takes some time though we have preparation at the 9th and 10th [grades] but course hours are not enough here. Turkish course hours need to be increased. I think the MoNE tries to transform the program similar to IB... So, some different options should be presented in the context of course hours. It is necessary for students to be motivated to the clubs like writing, creative writing, etc... And accordingly, the social opportunities of the school is needed to be integrated into this kind of things. (T1)

On the other side, students agreed that the duration is not enough for completing all the requirements of both programs and suggested their school to begin the program one year before in order not to overlap and overload with the National Program. As students have to write extended essays and at the same time they have to study for the university entrance exam at the same time, they suggested their school to begin the IBDP one year before and provide more time for students to complete all the requirements. One of the students explained this as follows:

In terms of these essays, it cannot be implemented very well. I think normally we need to start [writing] these last year. Because, everybody pushes for writing six, no eight essays at our last three months... It is not easy. (S13)

Interview results also revealed that teachers suggest their school to improve teachers' conditions in order to provide the retention of teachers. In addition, teachers mentioned that they need time to improve themselves. More specifically, teachers mentioned that they spent a lot of time during their courses so that they do not have enough time for making their other jobs or improving themselves by learning some extra things. When they do not have time for it, they need to make it at home and then they become tired and overstrung. In addition, they also emphasized that the conditions of the IB teachers should be improved as they are skillful teachers. By making these two things, the retention of teachers, which was also suggested by teachers, will also be satisfied. They also emphasized the importance of this as they believe that the program will be better

implemented in their schools in this way although they do not think that changing the teachers continuously is not always a disadvantage. In other words, teachers think that though different teachers open new horizons to students, providing retention of teachers will help the program to be implemented more consistently. Some example quotations are as follows:

If we have more break, if we have more free time, for example, it shouldn't be 10 hours of lesson, it should be 5 hours of lesson. At the rest, I will sit here, I will make my jobs; improve myself; try to learn some extra things. When we take this home, we both be more overstrung and come the following day without resting. This is our biggest problem. (T5)

I will say something more about employment. We have both foreign and Turkish teachers working; but I think that it is necessary to improve the conditions of the IB teachers. Because, IB teacher is a really skillful teacher. I think it is necessary for them to get a return for their quality. (T10)

Maybe, teachers' retention should be increased. So, some teachers of course don't stay so long. I don't always consider this as a disadvantage, though. This opens new horizons, new things, for students. They meet with new people. This has also advantages. However, maybe it would be better for the program to be more consistent if teachers could stay a little longer. (T6)

Furthermore, the interview results revealed that it was also suggested to distinguish the buildings of the two different program students from each other. They suggested that because they think unrest situations occurs among these two groups due to comparisons and jealousy. So, program-based activities cannot be applied easily. One of the teachers explained this as follows:

Some problems occur due to having students from two different programs in the same building. Maybe, if we had a different building, we could have applied more program focused duties easier. Because, due to the nature of human, equating, comparisons, lord overs, boasts, etc. can cause unrest [situations] among students. Let's say a project was made by IB students, these works could be viewed with a great jealousy. So, it is not easy to cope with this. (T2)

Additionally, teachers suggested making new applications on a branch basis in their schools. They suggested that every department should work together and try new things to improve the effectiveness of their courses. For example, one of the teachers mentioned that their school added a CAS course and it worked very well so that they

continue to do that. Another teacher mentioned that the duration of their course is not enough for covering all the topics as it is given by three different teachers and it is a high-level course. So they suggested to increase the course hours or limit the topics to be covered in order to make their course more effective. They explained these as follows:

Every branch, every department in itself, in its lane, should try to find out [suggestions] in order to make it [course] better... I make new applications every year for taking the CAS program further. Because we try something [new] one year, [then] we realize it doesn't work, it isn't beneficial, we change it the following year. In fact, after long years, CAS course is offered by the school and we have seen the benefits of it very much. It created a chance for students in terms of both comprehending the process and evaluating the activities made; gathering new ideas; producing new projects by continuously communicating with us. So, every department should do this in itself. (T7)

We are making our course five hours and it is shared between history, geography and sociology teachers. Five hours might be six hours. So, teachers could share two by two. Then, it could be more effective... This is a very high-level course. Because you evaluate all the political developments of the 20th Century geographically and economically. More time is needed... The coordinator school of this course and IB center should limit the topics together in concord and suggest this to the MoNE. (T9)

Finally, one of the teachers suggested his school to train a psychological counseling and guidance teacher who is knowledgeable about the study opportunities abroad and has internalized the IB philosophy. He suggested this because he was doing it in addition to his other duties but as the number of students attending the IBDP is increasing with years, he thinks that he cannot manage it anymore. He explained this as follows:

At our school, it is very hard to find a guidance [teacher] actually on hand. We need to train a guidance [teacher], who knows the study opportunities abroad, and who has internalized how to study for courses in IB, at the same time. This is additional work for me, as I'm also a coordinator; but when the number of students increases, there will be risks of that. (T2)

In addition to suggesting the program to begin earlier at their schools, students also suggested their school to change the courses offered and increase the diversity of courses. They think that schools have opportunities to offer more and various courses

but they do not so that they cannot take the courses they want. For this reason, they suggested their school to offer more courses in light with the requests of their students. One of the students explained this as follows:

Actually, teachers are good at our school. However, according to IB, there are more courses that we can take; but our school doesn't offer most of them. For example, I wanted to take international history; but they said that they couldn't offer it though there are history teachers at our school. I was extremely surprised. For this reason, teachers can be good but they can offer more courses. (S10)

In conclusion, both teachers and students think that beginning to the IB programs at final two years of high school is too late for gaining the philosophy and attributes of the program. For this reason, both groups suggested their school to start the program from the elementary years. If this is not possible, teachers suggested to implement programs similar to the IB programs at these levels or increase the duration of the pre-IB courses. In addition, they also suggested their school to improve teachers' conditions by providing them more free time or opportunities as they think they are more skillful or need to be more skillful than other teachers. Finally, they suggested their school to make new applications in different branches; whereas students suggested offering more and various courses.

In Turkey. As the students do not know many things about the implementation of the program in Turkey except their schools, they did not suggest anything about it. For this reason, this part includes only the ideas of teachers. Interview results revealed that teachers suggested making program to be more widespread; dissociating the IBDP and MoNE programs from each other; making the attendance of both programs optional; decreasing the number of the MoNE courses for the IBDP students; changing the university entrance criteria; decreasing the number of students at classes; supporting the IB community; and adding some courses.

To begin with making the program to be more widespread, teachers mostly mentioned that as they like the program very much and they think it is beneficial, they want it to be implemented at more schools. They suggested widening the philosophy and the

program to the state schools and all other schools. They think there is a need for it in Turkey because the program is mostly called with the name of some prestigious schools, which means that it only addresses a specified group of students. For this reason, they emphasized the importance of making the program more known and widespread. Additionally, widening the recognition of the program by the universities is also emphasized. They mentioned that when students do not have the opportunity to apply to the universities directly via their IBDP diploma, the program loses its meaning. So, it is important to change the university entrance criteria like including scores for social activities or language and provide additional placement opportunities to the IBDP students via their diploma grades. Some reflections are as follows:

It [IB] remains somehow incomplete. I can say that we are just a drop at an ocean but we still exist. For this reason, I wish this philosophy to be widened; to state schools; to all schools and I think the society will benefit from this very differently... Because there is a need for it in Turkey. I think IB is not very well-known across Turkey. When we look at it, we see that it is always called with the names of prestigious schools and this means addressing to a specified group of people. I would like to say that I appreciate all the work done to disseminate this. (T3)

The first thing is not selecting students to the universities in a uniformed way... There can be a separate quota for the students graduated from the IB or admitting to the university with a holistic evaluation. They will not admit with only one exam result. Exam results will compose the passing score; but other things will be added like social activities, other exams, etc. Maybe, kids can also be measured in terms of their English abilities rather than [being measured by] only their YGS-LYS [results]. This will also alleviate the burden of the schools with [Language] preparation year, like METU. You already admit the students with good English... Similarly, in the first year, as the students had a [background] not appropriate for the university education, they mostly failed the courses like calculus. (T2)

Moreover, teachers also suggested dissociating the IBDP and MoNE programs from each other; making the attendance of both of the programs optional and decreasing the number of the MoNE courses for the IBDP students as implementing both of the programs overstrains both teachers and students. Teachers mentioned that there are gaps between the two programs as the systems of the programs are different than each other and trying to complete both of the programs with achievement overstrains

students, parents and teachers. So, only some students who are very responsible can achieve to complete both of the programs thoroughly. For this reason, they suggested to dissociate these programs from each other and make the attendance of both programs optional rather than compulsory. Additionally, if it is not possible to dissociate the programs from each other and make the attendance of them optional, then teachers suggested limiting the MoNE courses to the basic courses in order to prevent the work overload. Otherwise, not only students and teachers but also parents and school administrators are affected by this. Some highlights are as follows:

... It is necessary to dissociate these programs. I definitely think like that. Because there is a mentality problem. A different system. Because of that, trying to complete both of the programs puts kids and parents wearily. So it is wearing down the school as well and only the really responsible and very smart kids can barely do [both programs] thoroughly. The other way is really hard. They must dissociate [them]... So I think it [attending both] will be students' [choose]. The ones who really want this will do in this way but it mustn't be imposed on everyone. Then, I think it is a little bit troublesome. (T1)

It is difficult for kids, educators and parents to have both programs. So, reducing the IB students' burden a little bit; limiting the courses of National Education can be suggested. Maybe there can be basic courses. Otherwise, it is really a serious burden both for kids and for IB community. It is the same for both parents, teachers, as well as administrators. Because, the administrators also deal often with the problems experienced by the students; the students are delaying their homework, you have to pick up after them. You contact their families. So, it becomes very hard and exhausting process for you. (T10)

Furthermore, teachers also mentioned that in order to implement the program properly, it is needed to decrease the number of students in classrooms. In other words, though the program focuses on learning by experiencing and living, it is not possible in Turkey because of crowded classrooms. Additionally, teachers also mentioned that the MoNE does not give permission to school trips mostly so that the requirements and the applications of the program are not going parallel with each other in Turkey. So, they suggested changing this structure. One of the teachers explained this as follows:

IB [focuses on] learning by experiencing, by living, etc... Because of that, we [have to] take these kids to outside but to what extent can we do that?.. Now, class sizes are increasing. The MoNE doesn't always give permission to travels, trips, etc. So, these must go parallel with each other. (T8)

Finally, one of the teachers suggested both adding some different courses and supporting the IB community in terms of the programs' implementation in Turkey. More specifically, she mentioned that there is a need for various courses that take the interests of students although there is not any time for them to take these courses due to implementation of both programs. However, she mentioned that she suggests this because students want to take courses they like but the schools in Turkey do not offer most of the courses. For this reason, she believes that it is necessary to offer various courses according to students' interests and abilities. Although these courses cannot be included in the total grading of the students, she mentioned that students still want to take these courses and they enjoy them. She suggested some courses, like the seventh subject, world history and film, which can be offered to the students both in her school and other schools. Furthermore, in order to be better informed about the implications and improvements in Turkey, she suggested the IB community to be supported. So, it will be easier to learn more about the courses offered and the difficulties experienced. She explained these as follows:

First of all, we had a certificate course, additional subject that we named as the seventh subject as it is the seventh course, a long ago. This should be [offered] again. Before, our National Education Program was more suitable, but now as it has changed, there is no place in the students' program for us to give them an extra course... So, students sometimes can't get some courses... This is not included in the grading, so it is something enjoyable for them. For example, music, art courses can be in this group... Maybe we would give courses more appropriate for us like world history. Though the 20th Century Turkey is also a very nice course, I think world history is really opening up students' horizons... If we could have a film course, it would be great. (T10)

In Turkey, this Turkish community, named as IB Community, is very positive. It is really [good] in terms of sharing, we have an IB coordinators group. Well, they really share things between each other, they try to change, they contend with. There are people really contending with education. This is really good and honorable; but the efforts of these people must be supported. (T10)

To sum up, although students did not suggest anything about the implementation of the program in Turkey, teachers suggested making the program more widespread in Turkey as they like the philosophy of it. They also suggested dissociating the IBDP and MoNE programs from each other as the workload of both programs causes

difficulties during the implementation and the philosophies of the program's conflict. They also suggested that only the ones who want to attend to both programs should attend to both, others should choose one of the programs. However, they also mentioned that in order to do that first the university entrance criteria should be changed. For this reason, they also suggested providing additional placement opportunities to the IBDP students at the universities via their diploma grades.

4.3. Overall Summary of the Results

This section presents the overall results of the study conducted to determine the acquisition of IB learner profile attributes and to explore the IBDP students' and teachers' views on different aspects of the program.

To begin with the acquisition of IB learner profile attributes, data gathered via “The Acquisition of IBLP Scale” resulted that IBDP students think that they acquired caring skills ($M=4.20$, $SD=.58$) more than communication skills ($M=4.16$, $SD=.61$), cognitive skills ($M=3.93$, $SD=.48$), principled skills ($M=3.74$, $SD=.61$) and being open-minded ($M=3.67$, $SD=.60$), respectively. In addition, the mean scores of the items showed that students mostly agreed or strongly agreed to the items. Similarly, observations results were mostly parallel with the results of the data gathered by the Scale. More specifically, it was observed in the classrooms that students mostly showed the requirements of cognitive skills dimension such as liking to make research and asking critical questions; principled dimension like paying attention to the ethical issues and not leaving things unfinished; open-minded dimension such as being open to the different cultures and new ideas; caring dimension like being sensitive to others' needs and sensitiveness; and communicator dimension such as working together and communicating confidently.

Furthermore, the results also showed that there was a significant difference between first and second year IBDP students in the acquisition of attributes specified in the IBLP and second-year IBDP students think that they acquire the IBLP significantly more than first-year students in terms of open-minded and caring dimensions.

Similarly, the results revealed that there was a significant difference between girls and boys and girls acquire open-minded and caring dimensions significantly higher than boys. Although it was not significant, girls acquired skills of being principled higher than boys; whereas boys ranked their acquisition of cognitive and communication skills higher than girls. Moreover, pre-IB program attendance made a significant difference only in the acquisition of open-minded dimension. For the caring dimension, the difference was not significant. On the contrary, for other dimensions, although the difference was not significant, non-attended students' mean scores were higher than those who attended. According to intention study abroad, there was a significant difference in the acquisition of cognitive skills and caring dimensions and students who think to study abroad significantly differed from those who want to study in Turkey in terms of caring dimension.

On the other hand, there was no significant difference between groups in the acquisition of the IBLP according to attendance to previous IB programs (PYP and MYP) or subject areas (numerical and verbal studies). More specifically, mean scores of students attended to the previous IB programs were slightly higher than non-attended ones in terms of principled and communicator dimensions and both groups had the same mean scores in terms of the cognitive skills. Additionally, numerical studies students' mean scores were slightly higher than verbal studies students in terms of cognitive skills, and principled dimensions; whereas they were slightly higher at verbal studies students than others in terms of open-minded, caring and communicator dimensions.

The second research question of the study focused on the IBDP students' and teachers' views on different aspects of the program and the results showed that teachers highlight the unusual and worldwide structure of the program while describing general aspects of the program. In addition, both teachers and students emphasized that the program focuses on the IBLP and 21st Century Skills in order to train students as global citizens and ideal persons. Similarly, while mentioning their views about the program, both teachers and students compared the IBDP with the National Program and they mentioned that the IBDP adds different skills to students like socializing, sharing and

questioning. They also mentioned that the IBDP is more oriented to understanding, skills, application, professional life requirements and university; whereas the National program is oriented to knowledge, memorization, behavior, and multiple-choice questions. Finally, teachers emphasized the help of the IBDP at teachers' improvement of themselves; whereas students emphasized the more compelling structure of the program when they compared the IBDP to the MoNE and the IGCSE.

In terms of the benefits of the program, both teachers and students mentioned the skill-based structure of the program and its contribution to the improvement of the skills. Both groups emphasized that the program helps students to gain self-confidence, it adds different perspectives and creates awareness at the students. Additionally, teachers mentioned that it provides an opportunity for exemption from the courses at university due to its university-level education; whereas students stated its internationally recognized diploma as a benefit of the program.

The results showed that the mostly mentioned reasons for choosing the IBDP were gaining skills for the university (n=148); followed by providing better education (n=144) and desire to study abroad (n=141). On the other hand, students mentioned that they preferred to attend to the IBDP due to their families (n=24) or preparation for the Turkish university entrance exam (YKS) (n=21) the least. Additionally, results showed that 59.3% of the students want to study abroad; whereas 16.5% of them want to continue their study in Turkey and the others (24.2%) have not decided about it yet. More specifically, students mentioned universities that they want to attend abroad 316 times, including 117 different universities and mostly mentioned universities are University of Toronto (n=16); Massachusetts Institute of Technology (n=15) and New York University (n=15). Regarding the selection of domestic universities, students mentioned domestic universities 167 times and they prefer 22 different universities in Turkey. Students like to attend Bilkent University (n=46) at most, followed by Koç (n=27); Boğaziçi (n=22) and METU (n=17). Finally, students mostly mentioned that they want to study economics (n=40), business and management (n=34) and law (n=31). In addition, some of the students mentioned their preferences more comprehensively like engineering (n=11), whereas some others preferred to state more

specifically like electrical and electronical (n=23), industrial (n=22), mechanical (n=18) and computer (n=16) engineering.

In terms of teachers' and students' views on the IBLP, both groups described the learner profile as a frame of necessary skills for university, professional and real life. They also mentioned that they like the profile and they all acquire these attributes with in time. Regarding the appropriateness of the learner profile, most of them mentioned that the attributes are very appropriate though some of the students stated that some attributes are not appropriate due to their difficulty to attain. In addition, regarding the sufficiency of the learner profile, both groups think that the learner profile is sufficient due to its comprehensiveness. They believe that they are the basic and most necessary skills that any others can be considered under them and if one can acquire these attributes, s/he can improve her/himself about the others by her/himself. Finally, regarding the acquisition of the attributes, both groups mentioned inquirer attribute as acquired and risk-takers as non-acquired at most. Moreover, none of the teachers or students mentioned communicator attribute as non-acquired and only one of the students mentioned caring attribute as non-acquired. When the reasons affecting the acquisition, whether positively or negatively, were asked, they stated the system conflicts, students' personalities and experiences, environmental factors, duration of the program and structure of the attributes. More specifically, they think that the program is appropriate for acquiring these attributes but there are some problems while implementing the program concurrently with the Turkish program. Additionally, they also emphasized that there are individual differences between students like their personalities, life experiences and families which also affect the acquisition of the attributes. Furthermore, some attributes are hard to acquire due to the social structure of societies. Although some students are open to acquiring some attributes, they cannot gain them due to social pressure. Finally, they also mentioned that some of the attributes are very hard to gain in a limited time so that the duration of the program is not enough to make all of the students to acquire all of the attributes.

About the strengths of the program, both teachers and students mentioned that they like the philosophy of the program and it is a pleasing program. This is because they

think that it provides opportunities in terms of self-improvement and prepares students to the university, academic and professional life with the help of its integrated and intensive curriculum. In addition, as the students are responsible from their own learning, they think, search, understand, interpret rather than memorize. So, students gain high level skills which will be helpful in their lives. About the program's implementation in Turkey, teachers think positively in terms of being customized according to students' needs; becoming more widespread and having a community in Turkey. Moreover, although most of the teachers and students mentioned as a negative aspect, one of the teachers and one of the students mentioned that implementing both programs in Turkey is a positive aspect as they think it provides more knowledge. Regarding the implementation in schools, both teachers and students mentioned that they think it is good and systematic. Teachers emphasized the importance of composing the IB culture medium during the implementation; whereas students emphasized the importance of teacher quality and having foreign teachers. Additionally, both groups like the flexibility of their school occurred by the IBDP as it provides freedom to both teachers and students in terms of their course selections or weekly course schedules. Similarly, both groups also mentioned the positive side of having good relationships at their schools. Teachers focused on the good communication between their colleagues; whereas students mentioned the close relationship with their teachers and their friends.

On the other side, although some of the teachers and students stated that there is not any weaknesses of the program, some others stated that the duration of the program is not enough for gaining the required skills and taking all the wanted courses. This also makes the program more intensive that students have difficulty while completing the requirements in time. As it is not possible to take all the courses, IB leaves the guidance to the schools in terms of students' course selections but this causes trouble both for teachers and students. About the implementation of the program in Turkey, results showed that the mostly mentioned weaknesses is implementing both programs together. More specifically, both teachers and students think that implementing both of the programs causes intensive workload and restriction to the selection of the

courses. In addition, students become obliged to choose one of the programs and focus on the requirements of it more rather than trying to complete both properly. Finally, implementing both of the programs causes conflict between the educational philosophies so that both teachers and students have difficulties in what to focus on, how to teach or learn. Regarding the implementation of the program in schools, both teachers and students mentioned that the students are not free enough during their course selections as the schools can offer only limited variety of courses when compared to the ones suggested by the IB and even if it is offered, students cannot select them due to the limitations caused by both program implementation. Moreover, students mentioned the lack of opportunities and experiences, which disrupts the implementation of the IBDP.

Finally, in terms of the suggestion for the implementation of the IBDP, both teachers and students suggested starting implementation of the program or other programs earlier as both groups think that the age groups are very late and the duration of the program is limited for making students to gain the philosophy and the attributes of the program. More specifically, teachers mostly suggested providing the IB continuum at all schools; whereas students mostly suggested starting the IBDP earlier and increasing the duration of the program. Both groups also suggested changing the measurement and evaluation system of the program due to its conservative structure like being paper-based and structured with criteria. In addition, both groups also suggested some changes in the courses. Teachers mostly suggested making courses compulsory and valuing them by grades or certificates; whereas students mostly suggested to have more flexible course options rather than obligations. Regarding the suggestions for the implementation of the program in schools, both teachers and students suggested their school starting the program from elementary years. If this is not possible, teachers suggested implementing programs similar to the IB programs at these levels or increasing the duration of the pre-IB courses. They also suggested their school improving teachers' conditions by providing them more free time or opportunities as they think they are more skillful or need to be more skillful than other teachers. Additionally, they suggested their school making new applications in different

branches; whereas students suggested offering more and various courses. Lastly, although students did not suggest anything about the implementation of the program in Turkey, teachers suggested making the program more widespread in Turkey as they like the philosophy of it. Moreover, they suggested dissociating the IBDP and MoNE programs from each other. So, only the ones who wants to attend to both programs should attend to both, others should choose one of the programs. For this reason, they mentioned that first the university entrance criteria should be changed and they also suggested providing additional placement opportunities for the IBDP students at universities via their diploma grades.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents the discussion of the results and implications. More specifically, the results are discussed with regard to the existing literature in terms of the IB learner profile and IBDP teachers' and students' views on different aspects of the IBDP and the chapter concludes with the implications for the practice and further research.

5.1. Discussion on the IB Learner Profile and Aspects of IBDP

This study aimed to determine the acquisition of the IB learner profile attributes and to explore the IBDP students' and teachers' views on different aspects of the IBDP. In order to reveal the acquisition of the IB learner profile attributes, both qualitative and quantitative data were gathered and analyzed, whereas the IBDP students' and teachers' views on different aspects of the program were explored by the interviews with students and teachers. In the discussion part, all these data were integrated in order to discuss the consistent and contrary results and the reasons of the results.

To begin with, the IB Learner Profile is a set of attributes that learners are expected to acquire through the IB programs in order to be considered ideal learners. These ten attributes are inquirer, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. In order to reveal the acquisition of the IB Learner Profile attributes, first a scale named "The Acquisition of IBLP Scale" was developed and validated in this study. The Explanatory Factor Analysis (EFA) of the IBLP scale developed by the researcher resulted in five factors named as cognitive skills, principled, open-minded, caring, and communicators. It was seen that inquirer, knowledgeable, thinkers, risk-takers and reflective attributes specified by IB were combined in one dimension, named as cognitive skills; and balanced and principled attributes were combined in principled dimension. The reason of this combination, while each ten attributes of the learner profile are distinct and worthy, is

seen that there are some overlaps between them in their broader definitions, as also acknowledged by Walker (2010) and Marshman (2010).

In addition, the ten attributes of the IBLP have been categorized differently according to their functions in the literature. For instance, IBO (2008) grouped the attributes under two categories that are “cognitive competencies”, including inquirers, knowledgeable, thinkers, communicators and reflective, and “dispositions and attitudes”, including principled, open-minded, caring, balanced and risk-takers. Later, Walker (2010) categorized ten attributes under three headings that are “active participation of the learner” (inquirers, communicators and risk-takers), “personal responsibility of the learner” (thinkers, knowledgeable, balanced and reflective) and “moral development of the learner” (principled, caring and open-minded). Lately, Singh and Qi (2013) claimed that being a competent communicator, knowledgeable and open-minded are requirements of being internationally minded. However, they added that these cannot happen without embodying the other seven attributes, which are grouped under two categories: “cognitive competence” (inquirers, thinkers and reflective) and “disposition” (principled, caring, balanced and risk-takers).

On the other hand, the mostly known and used classification was made by Bullock (2011) basing on a systematic literature review. This classification assembled ten attributes under four learning themes that are “cognitive/intellectual”, “conative/personal”, “affective/emotional” and “cultural/social”. According to her classification, the “cognitive/intellectual” theme is linked to the process of knowledge acquisition and comprises knowledgeable, thinkers and reflective attributes. The “conative/personal” theme is linked to the motivational theory and comprises inquirers and principled attributes. The “affective/emotional” theme is linked to the social development theory and comprises caring, risk-takers and balanced attributes. Finally, the “cultural/social” theme is linked to the social constructivist theory and comprises communicators and open-minded attributes.

As mentioned above, when the classifications of the IBLP in this study and in the literature were examined it was seen that there are differences because the bases of the

classification are also different. For instance, Bullock (2011) made a systematic literature review in order to connect the LP attributes to developmental and learning theories and develop a theoretical rationale for it so her categorization is different than the categorization of this study. In other words, the differentiation might be because of the difference between the theory and the implementation. Categorization of the attributes under development/learning themes might be clearer basing on the literature but it is harder to differentiate them by behaviors. More specifically, she differentiated knowledgeable and inquirers attributes under different themes but when the behaviors describing these attributes are considered, it is hard to classify them under different dimensions as they are companions. In addition, it was seen that there was no strict categorization of the attributes in the literature as well.

In order to measure the students' appreciation of their own with regard to their acquisition of the IBLP attributes in a more general manner, a scale, named as "The Acquisition of IBLP Scale", was developed and administered to the students and the findings showed that IBDP students think they acquired caring dimension the most and open-minded the least. Likewise, except one student, none of the participants mentioned caring attribute as non-acquired attributes. It was also revealed in this study that the second-year IBDP students are significantly more caring than the first-year students. Although it is not possible to relate this difference directly to the program as the study is not longitudinal and the students are not the same, it is possible to say the program also has an effect on the acquisition of caring attribute. Similarly, a research conducted by RMC Research Corporation for IBO (2014) showed that students agreed the IB programs helped them in terms of becoming more caring.

On the other hand, the IBLP scale results revealed that the open-minded dimension was acquired the least. This is parallel to the RMC Research for IBO (2014) showing that students "slightly to moderately agreed" the IB programs helped them in terms of becoming more open-minded; whereas they agreed to other attributes (knowledgeable, inquirer and caring). However, it was also revealed in this study that the second-year IBDP students are significantly more open-minded than the first-year students, again showing that there is an effect of the program on the acquisition of open-mindedness.

Similarly, interview results showed that teachers and students mostly mentioned open-minded attribute to be acquired during the process. The ones who stated the attribute as non-acquired explained this by basing on social structure and culture. This is in line with Bandura (1997)'s social learning theory where he emphasized the power of observational learning. His research indicated that children's behaviors are shaped not only basing on observation of others but also basing on perceptions of the valuation of others' actions. In other words, students have difficulties in acquiring open-minded attribute or behaving accordingly in society though they want to be. This is because they observe the hard consequences of being open-minded at closed societies. For instance, one of the students explained this by giving homosexual marriage as an example. He mentioned that he is not against it but he cannot say this everywhere as he is afraid of others' reactions.

Moreover, it was clearly revealed in Stevenson, Thomson and Fox (2014)'s study conducted in the United Kingdom that there is a significant relationship between attending to an IB school and being more open-minded among students in terms of awareness of cultural differences. However, it was also revealed in the same study that sometimes even the teachers can intentionally "close down" the possible situations for open-mindedness if they sense this may cause problematic situations and tensions. Ryan et al. (2018)'s study also revealed that although teachers are very familiar with the IBLP attributes, they showed less confidence while incorporating them into practice. Additionally, teachers believe that they can have an effect on students' acquisition of attributes but their ability to do this is perceived to be related age and living environment of students. Both of which were also mentioned by the participants of this study as reasons affecting the acquisition of the IBLP attributes. Similarly, in the study of Wells (2016), students stated that they acquired attributes not only at school, but also by themselves, from their parents and friends. Because of that, students have difficulties in acquiring open-minded attribute or behaving accordingly in society or even in classrooms although the curriculum provides opportunities for it.

On the other side, the interview results revealed that the mostly mentioned attributes by both teachers and students are inquirer for acquired and risk-takers for non-

acquired, both of which are under the cognitive skills dimension. It is interesting that the attributes mentioned as acquired or non-acquired by the participants in the interviews are different than the ones revealed via the IBDP Scale analysis. This can be because when the attributes were asked directly, both teachers and students focus on the attributes under cognitive skills domain as it is considered more important than the others for the ones (students, teachers, schools) who are examination-oriented. In other words, they firstly remember the attributes under the cognitive skills dimension. Bryant et al. (2016; p.91) compiled the studies about this and explained the situation as:

In some contexts, the importance of DP examination success is such that parents, schools and universities prioritize disciplinary content over 'non-cognitive' programme components (Lee et al., 2011, 2012a; Stobie, 2006). This tendency is more prevalent in IB schools in Asia (cf. Hallinger et al., 2010, 2011). Recent research on IB schools in China suggests parental pressure, that emphasizes academic achievement and university admissions, may confound schools' (and the IB's) efforts at emphasizing non-cognitive learning attributes (Wright and Lee, 2014). Comparative research in India, Australia and Hong Kong finds that DP teachers sometimes view the LP attributes as extraneous to their core work and as pertaining primarily to CAS and TOK, rather than the disciplines (Rizvi et al., 2014).

Moreover, participants explained the reason behind risk-takers to be non-acquired attributes in two manners. First, they mentioned that all in all the IBDP is only an academic program and students are more focused on cognitive skills and exams rather than other issues. So, with only an academic program, it is hard to acquire risk-takers attribute. In other words, students are always studying for their academic life so that even if they acquire this attribute there is no place for them to show this. The second one is the effect of society and culture. It was also emphasized by Walker (2010) that there are four main cultural areas where Eastern and Western attitudes differ markedly from each other. These are "respect for authority", "group or individual orientation", "holistic or atomistic perspectives of the world", and "taking risks". As being in the middle of the East and the West, there is a protective structure of the society in Turkey. So students are mostly trained in safe water, which prevents them from being risk-takers. According to van Oord (2013), this is also valid for situations rather than

cultures. He explained by an example that in schools' chemistry laboratory, caution and obedience to safety regulations and experienced authority may be more suitable than taking-risks. His example actually is a good example for both of the manners as it focuses on the question that to what extent does an academic program provides opportunities for students to take risks and how much the boundaries of risks change according to cultures.

In addition, both teachers and students think that students acquire the learner profile attributes or improve themselves in terms of these attributes during the process as the program provides opportunities. However, they added that although the profile is as it should be according to them, it is somehow utopic to expect every student to acquire all the attributes at the same level due to individual differences like personality and environment as seen above. This is also in line with the IB literature as there was nothing suggesting that learners should have the same level of acquisition in all of the attributes or the application of attributes to the same degree in all situations (Wells, 2016). Moreover, only the students who complete the requirements of the program properly acquire these attributes according to teachers. These can be explained by the views of Kolb (1984) who claims that learning occurs by both acquisition and internalization of knowledge or skills into individual learner identities. So, acquisition and internalization are the two essential steps of learning. He suggested in his experiential learning model that effective learning occurs if a cycle of experience, reflection, conceptualization and examining those concepts in new situations occurs. However, he believed that only a few people have equal skills in all these four areas so that everyone develops an orientation towards a pole in each dimension. Similarly, Klein (2003) argues that varying learning activities require varying proportions of a range of skills. For these reasons, it is not possible for all students to acquire all attributes at the same level. The level of acquisition changes due to their "preferred learning styles" according to Kolb and participation in different activities according to Klein; which were also mentioned by the teachers. In line with this study, the results of the survey conducted by Wells (2016) revealed that learners have the higher ability

in some LP attributes than in others and this finding also supported by the interviews suggesting that learners felt stronger in some LP attributes than in others.

When examined more in-depth, it was found that interestingly, the second-year IBDP students scored significantly higher than the first-year students only in caring and open-minded dimensions; whereas there was not a significant difference in cognitive skills, principled and communicator dimensions. This can be explained by either the small number of second-year participants of the study or “not acquiring but improving” situation. More specifically, the number of first year and second year IBDP students were not similar to each other due to both the university entrance examination (second year students were not at schools or did not want to participate in the study) and the dropout rates of IBDP students (most of the students left the program in their second year because of the intense workload). In addition, as also mentioned by both students and teachers, most of the students prefer to attend this program because they think that they already have these attributes. In other words, it is somehow hard to understand whether this program makes students acquire these attributes or students are at this program because they have already had these attributes. For this reason, it is possible to say that the program not always help students to acquire these attributes but helps them to develop sometimes. So, there is not a significant difference in some attributes between first and second-year students. In addition, as mentioned before, cognitive skills and principled dimensions include more than one attribute, which can also affect the results of acquisition. For instance, cognitive skills dimension includes both inquirer and risk-takers attributes together. However, one of them was mentioned mostly as acquired whereas the other one mentioned mostly as non-acquired. Similarly, for the principled dimension, most of the teachers and students mentioned the time management problems, which were also observed during the classroom observations. This can be because of the implementation in Turkey as students have to complete not only the IBDP requirements but also the MoNE requirements. Even the requirements of one of the programs are very heavy, they have to complete both in a limited time so they have problems while managing their times.

In a similar manner, caring and open-minded attributes are the only attributes acquired significantly more by girls than boys. Additionally, although the mean score of girls are higher than boys in principled dimension and they are higher for boys in cognitive skills and communication dimensions, these differences are not significant. These results are both consistent and contrary to the Pajares (2002) who mentioned that girls express greater confidence in the capability of using strategies like finishing homework assignments on time, under principled dimension; remembering information shown in textbooks and classroom, under cognitive skills dimension; and participating in class discussions, under communicator dimension.

The difference in gender at the acquisition levels of attributes can be because of again the effect of culture or the tendency of boys and girls while responding to self-report instruments with a different “mindset”. In other words, gender differences can be because of a function of home, educational, cultural and mass media influences as well as the tendency to seem better (Pajares, 2002). More specifically, as some dimensions in the LP like cognitive skills are considered more as a masculine domain, boys try to be seemed better at them; whereas the opposite is available at others like caring. It is hard to be caring in Turkish society for boys because it is considered to be equal to weakness. The interview results supported this claim as one of the boys mentioned that rather than caring, he acquired being tough during the process and he stated that this is more important than caring attribute. He also suggested to change caring attribute to tough in the LP because being caring shows people as gudgeon in professional life and one needs to be tough to be more successful.

Moreover, as relatedness and acceptance within the peer group at this age is important, students have a tendency to acquire the required skills for this aim and show themselves accordingly. Abbott (1994; p.46) supports this by saying “people are automatically motivated to learn whatever they need to learn to become a member of the community to which they want to belong.” For this reason, boys mostly tend to be better at masculine domains like cognitive skills; whereas they prefer to hide themselves at others like caring. Similarly, Wigfield, Eccles, and Pintrich (1996) found

that boys have a tendency to be more “self-congratulatory” whereas girls have a tendency to be more modest in their responses.

The results revealed that pre-IB program attendance made a significant difference only in the acquisition of open-minded dimension which was found to be least acquired. For the caring dimension, the difference was not significant. On the contrary, for other dimensions, although the difference was not significant, non-attended students’ mean scores were higher than those who attended. It was also found that there was no significant difference in the acquisition of attributes according to previous IB programs and MoNE subject areas although most of the participants mentioned the opposite. Interestingly, it can be concluded that the duration of the IB experience does not have a significant effect on the acquisition of the attributes basing on the scale results; whereas both teachers and students mentioned the opposite and suggested to have IB continuum at their schools.

More specifically, both teachers and students mentioned that duration of the program is enough neither for acquiring the LP attributes nor the philosophy and suggested the IB making the IB continuum implementation compulsory and their school to start implementing other IB programs for having better results. However, the results basing on the IBLP scale showed that there is not a significant effect of either IB continuum or the pre-IB program on the LP acquisition. In line with this result, there are some other studies showing that there is not an effect of more IB experience on productive problem-solving or on the approach they took to the humanities problems (Jarvis et al., 2013) or on the self-reported degree of preparation for the basic requirements of the program like six DP subjects, Creativity Action Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE) (Reimers, 2004). Rather, it was found that there is a negative correlation between the students’ total Diploma points and the number of participation years in the Middle Years Programme (MYP). However, the study has been criticized due to its unrepresentative sample with “data describing no more than one student per school ... and in the majority of cases from schools offering the DP only” (Caffyn and Cambridge, 2005, p.3). The second criticism is unfortunately valid for this study too as the DP-only school numbers are higher than the IB

continuum (PYP; MYP and DP) or multi-program (MYP and DP or PYP and DP) schools. Similarly, Bryant et al. (2016) found a slightly higher examination score for only DP students (34.17 out of 45.00) than IB continuum (32.93 out of 45.00) and multi-program students (32.46 17 out of 45.00). They also found that DP-only students showed slightly higher mean scores across the four LP attributes (knowledgeable, inquirer, caring and open-minded) than both multi-program and Continuum students. Although these results are in line with the results of this study, they were contrary to interviewees' expectation that increasing the duration of the program participation would increase the level of LP acquisition. As an actual coherence across programs requires the assumption of the participants to be true, it is important to analyze the reasons of not becoming actualized.

On the other side, it is easier to assume the reasons of not having a significant difference in the acquisition of attributes according to attendance to pre-IB program (except open-minded dimension) and MoNE subject areas as these implementations are specific to Turkey. As explained in the literature review section, the pre-IB program is a one or two year program implemented in some of the schools in Turkey in order to make students get ready to the IBDP and there is nothing like that recognized by the IB itself. However, teachers and students think that the pre-IB program is required for students to get ready to the program and better understand and internalize the program as they think that the IBDP and the MoNE programs are very different than each other. For this reason, the pre-IB program is a unique implementation in Turkey. Similarly, the MoNE (verbal and numerical) and the IBDP (six groups of subjects like language acquisition and arts) subject areas are different from each other, which mentioned as a negative aspect of the implementation in Turkey by the interviewees. As the MoNE subject areas are more specified and dominant in Turkey, they were gathered as a reference for this study but no significant difference was found when considering the results of data gathered via the IBLP Scale, which is opposite to the interview results. In the interviews, it was mentioned that fulfilling the requirements of the program are not the same at each subject groups so that level of acquisition also changes due to the subject areas. This was explored by

Byrne and Shavelson (1986) and Bornholt (2000) who suggested that the academic self-concept, which is a subset of self-concept, has subsets in relation to subject areas like maths and science. It is revealed in their work that “academic self-concept in relation to different subject areas is distinguishable from the level of performance in that subject but correlated with it” (Bullock, 2011, p. 11).

Moreover, as mentioned before, two programs (MoNE and IBDP) are implemented concurrently in Turkey so that students have to complete both of the programs at the same time. However, this also is seen as a negative aspect of implementation in Turkey because both teachers and students think that the philosophies of the two programs are very different from each other and trying to complete the requirements of both programs do not let students improve themselves at other issues than academic ones, which was also observed during the classroom observations. In other words, implementing both of the programs together disrupts the aims of the IBDP and the IBDP disrupts the MoNE.

Furthermore, as one of the mostly mentioned reasons for choosing the program is the intention to study abroad (n=141) and most of the students (59.3%) mentioned that they want to go to university abroad, it was important to examine the effect of this on the acquisition of the IBLP. The results showed that there was a significant difference in the acquisition of cognitive skills and caring dimensions. The follow-up tests revealed that students who think to study abroad significantly differed from those who want to study in Turkey in terms of caring dimension. This can be because there are items in the scale like “I think on local or universal topics (human rights, education, economy, etc.) whether they are related to me or not” (Item 22) so that students who want to study abroad are more likely to examine the universal topics and look from a more international perspective. However, it is interesting in this perspective that there is no significant difference in open-minded dimension as it is one of the basic indicators of international-mindedness.

As mentioned before, although both teachers and students mentioned that it is mostly not possible for all students to acquire all of the attributes at the same level, they think

that the IBLP is as it should be. More specifically, the results of the interviews showed both teachers and students think that the learner profile is appropriate and sufficient because it is renewed when needed. So that even if any missing parts is realized, the required changes are done immediately. This is similar to the results of the study conducted by IBO which revealed that the learner profile should be reviewed regularly (IBO, 2013a). In addition, they mentioned that the learner profile is appropriate and sufficient as it is a framework of skills which are necessary for life and the descriptors of them are comprehensive enough to cover all necessary skills. They added that as the attributes are parallel with the 21st Century Skills and the skills required for the university and the professional life, everybody will list somehow the same attributes when asked. So, all of the attributes are very valuable. These results are also similar to the IBO (2013a)'s study which resulted in that the IB community is mostly satisfied with the learner profile, both its attributes and the descriptors.

On the other hand, some teachers emphasized that although all of the attributes are valuable, being curious and responsible are more important than others as they include many other things. This is in line with the Bullock's (2011) categorization where she categorized inquirer and principled attributes under "conative/personal theme". In other words, as these skills are more related to personal intention and personality, if one has them, it will be easier to gain the others as well. So, some teachers emphasized the importance of having curiosity and being responsible which are under the inquirer and principled attributes.

In addition, although students mostly mentioned that the learner profile is appropriate, some others stated that it is somehow utopic and some attributes are not appropriate as they are hard to acquire. Students emphasized that attributes have an effect on them but they cannot acquire all of the attributes totally. Some of the attributes, like reflective, are very hard to acquire in a limited time. For this reason, they think the profile is somehow utopic. Similarly, they also mentioned that though risk-takers is involved in the philosophy of the program, it is hard to observe it during the implementation as it is just a limited program. They also stated that risk-takers attribute is open to misunderstanding more than the others but if it is understood correctly, it is

more important than any others as it is not possible to have big achievements without taking risks. This is in line with the results of the IBO (2013a)'s study at which 27% of the participants mentioned that the attribute needs to be modified and 19% of the participants mentioned that the descriptor needs to be modified. They explained this by mentioning their concerns about both the connotation of the term and the way it has often been interpreted. Some people have concerns about it in terms of causing poor decision-making or failure in exercising appropriate caution. Others mentioned its possible cultural limitations like individuals' not reflecting world views appropriately in order to maintain harmonious social relations. Likewise, as mentioned before, according to Walker's (2010) examination of educational traditions, there are four main cultural areas where Western and Eastern attitudes differ markedly from each other. These areas are taking risks; atomistic or holistic perspectives of the world; respect for authority; and individual or group orientation. On the other hand, at the IBO (2013a)'s study, some others mentioned very positive associations by emphasizing the importance of personal courage and intellectual innovation, especially in view of the opposition and social disapproval of unpopular and unfamiliar ideas.

In terms of the sufficiency of the attributes, both teachers and students mentioned that the attributes of the learner profile are sufficient due to their comprehensive structure and individuals can improve their other skills after acquiring these. In addition, as these attributes are umbrella terms, they include most of the skills thought to be added by the students, like hardworking and time management. Although students knew that these are included by the principled attribute, they needed to emphasize them because they mostly have problems in terms of them. These might be because of either the culture or the implementation of two programs together or both. In other words, it is so common to cut it fine in Turkey so that students have difficulty in managing their time and as both programs are implemented concurrently, students have difficulty to finish their duties on time even if they work hard and in a disciplined way. Additionally, only one of the students mentioned that being tough can be added to the learner profile as an attribute. More specifically, he stated that caring attribute is not

appropriate and it needs to be changed to tough in order to make students more successful in professional life. However, results of the IBO (2013a)'s study showed that there is no need for change at the caring attribute according to the 79% of the participants and only 4% suggested to remove this attribute.

Finally, the mostly mentioned reasons for choosing the IBDP is found to be gaining skills for university (n=148) and providing better education (n=144); whereas the least mentioned reasons were better preparation for the university entrance exam (n=21) and effect of the family (n=24). These results are similar to the results of Büyükgenç (2014)'s study which revealed that IBDP graduates' reasons for preferring the program is a desire to get a quality education and they also mentioned that the program met their expectation of gaining high-level skills. On the other hand, they also mentioned that they would not suggest the program to their friends because of "not getting prepared for the university entrance exam". Similarly, Güven and Çam-Aktaş (2014)'s study presented that students mostly prefer the program for developing themselves in terms of cultural and social context (n=30), curriculum to have a better quality than the National Curriculum (n=25), developing foreign language (n=25) and wanting to study abroad (n=19). On the contrary, the reasons for not preferring was found to be the local university entrance examination (n=57), economic reasons (n=33) and the heavy workload of IBDP (n=21). This shows that both IBDP graduates and IBDP students think similar reasons for preferring the program. This is parallel with the results of the interviews at which both teachers and students mentioned that the two programs are very different from each other and implementing both of the programs is the biggest weakness in Turkey due to their heavy workloads and conflicting requirements. However, as the MoNE program is obligatory in all schools in Turkey, it is not possible to get over this problem without legal regulations.

When the results of the students' university and faculty preferences were examined, it was seen that in line with the intention to study abroad, students mentioned 316 times universities abroad, whereas they mentioned 167 times universities in Turkey. Rather than concentrating on some universities, students mentioned 117 different universities abroad. It is interesting that students know all these universities and prefer them. This

can be an effect of “carrier days” in schools that universities are presented. It was also seen that students mostly prefer universities in the US due to their high-quality education and English medium education; whereas others mostly prefer universities in Europe due to the direct entrance via their IBDP diploma and states’ social structure. Students mentioned 22 different universities in Turkey and the mostly mentioned universities are Bilkent and Koç Universities. This is most probably because both of these universities provide additional placement opportunity and scholarship due to IBDP diploma grades as they are private universities. Mostly preferred public universities are Boğaziçi and Middle East Technical Universities. In addition, the faculty and department preferences of the students showed that they mostly prefer to study economics and business and management. This is also interesting as most of the students are from numerical subject areas (math and science) but these departments are accepting students from verbal areas (Turkish and math).

In conclusion, all the results generated from this study showed that both teachers and students are in favor of the program and they think that the negative aspects of the program are less than the positive ones. Even most of these weaknesses are because of the implementation in Turkey or in schools according to them. Similarly, they think that the program is also appropriate for the acquisition of the IBLP attributes and the reasons of non-acquisition are mostly rather personal, cultural, environmental or implementation but not because of the program. So, they suggest widening both the program and its recognition in universities. On the other hand, the results of the IBLP scale analysis did not show a remarkable acquisition or difference in acquisition between groups. Although this might be because of the implementation in Turkey as mentioned by the interviewees, it might be because of the program itself as well. In addition, there is still a question that what retains teachers to equip their students with the IBLP attributes or the 21st Century Skills in other programs as most of which aim to develop the same skills. A study conducted by Wells (2016) also supported that claim as it was found that the students all agreed that there were no differences between IB and non-IB students socially although both teachers and students mentioned the opposite in this study. For this reason, questions like “Why do teachers internalize the

IBDP more than the MoNE?”, “Why are both teachers and students voluntarily make every endeavor in this program but not in national one?”, and “Why do both groups consider being an IB teacher or student more prestigious?” are needed to be answered in order to better understand the program and its reflections.

5.2. Implications

As discussed above, the study concluded with the noteworthy results on the acquisition of the IBLP attributes. These results also lead to valuable implications for educational practice and further research on the IB.

5.2.1. Implications for Practice

The experiences of the IBDP students and teachers and their perceptions regarding the IBLP and the IBDP in terms of various dimensions revealed some implications for better implementation of the IBLP and the IBDP.

Firstly, the results showed that both teachers and students describe the program as felicitous and wants it to be more widespread. In addition, the positive aspects of the program mentioned by the interviewees are more than the negative ones. So, the program should be implemented in more schools. By this way, maybe it will be more known and also it will be more recognized by the universities. More specifically, as mentioned in the literature review section, in Turkey, there is a limited number of schools providing the opportunity for acceptance via the IBDP diploma grades in addition to their national university entrance exam results. This is because the entrance to the university entrance exam and getting at least the passing grade is obligatory for all students in Turkey. However, in some other countries like Canada or Japan, students have opportunity to apply to the universities directly via their IBDP exam results (ex. completing higher-level examinations with a score of 4, 5, 6 or 7) or diploma grades without any additional exam results (except language exams) and the criteria for admission are determined by the universities. For this reason, as it is hard for students to complete both the requirements of the program and to get ready for the university examinations, the program should be recognized at more universities at the

countries who have regulations like Turkey so that students can enter them directly via their IBDP diploma grades. This will help them to focus only on the program and internalize the program's philosophy and culture more. Moreover, it will also help students to make freer preferences while choosing the countries, universities and departments of study. So the recognition of the program by the universities should be increased.

Secondly, the results of the study showed that students have difficulty in acquiring some of the attributes during the process whether because of the personal or the environmental issues. In addition the participants think the duration of the program is neither enough for completing the requirements successfully nor acquiring all the IBLP attributes. Moreover, having a different kind of education background makes this even harder for students. For this reason, the programs' duration should be increased or the IB Continuum should be obligatory at all schools. However, as the results also showed that the IB Continuum did not make a significant difference, the coherence across programs (PYP, MYP and IBDP) should be subject to review as well.

Thirdly, it was revealed that the value of the core elements of the program like Theory of Knowledge (TOK), Creativity Action Service (CAS) and Extended Essay (EE) are very low in a grading system that students sometimes prefer not to make a successful study on them. In other words, students prefer to get the lowest grade for passing the course as the value is not high in overall grading. However, these requirements are the basics of the program in terms of making students to gain the philosophy and the learner profile. For this reason, the value of these must courses should be increased for motivating students to complete these duties with successful studies and acquire the attributes of the IBLP though this is somehow controversial to the philosophy of the IBDP.

Fourthly, the restrictions at the course selections should be abrogated as it generates boundaries for students while selecting courses. In addition, it also makes combining different programs to each other harder. Similarly, more courses should be suggested to the students in line with their interests and abilities so the philosophy of the program

would be more implemented. The International Baccalaureate Organization (IBO) should also monitor the school during the course selection periods in order to complete this process salubriously because the results also showed that the implementation of the program changes from school to school and the course selections are mostly done by the schools rather than the students. For this reason, the IBO should make more visits to schools for monitoring the implementations at schools.

Moreover, the results also showed that there are also problems, mostly at some attributes, at the acquisition of the IBLP as it is embedded in the program. For this reason, it should be more visible to both teachers and students by preparing more documents, more training for both teachers and students and making these training available to all stakeholders because most of them could not find an opportunity to participate due to the economic situations. However, especially for the countries which have a very different National Program like Turkey, it is very important for teachers to understand and internalize the program and its requirements in order to transfer these to the students. Because of that, more attention should be given to the teacher training of the IBDP teachers.

Last but not least, more specific to the implementation in Turkey, implementing both of the programs concurrently makes the process overwhelming for both teachers and students. In addition, the contradictory structure of the programs like requirements and evaluation strategies causes them to lose their philosophies. For this reason, the program should be recognized in Turkey and the attendance one of the programs (either to the IBDP or the MoNE) should be optional.

5.2.2. Implications for the Educational Research

In this part, the implications of this study for future research are presented. The aim of this is to be able to guide educational researchers for their further studies on the IBLP and the IBDP and to suggest valuable points that can be studied further on these and similar topics.

To begin with, the current study was conducted only in the Turkish context so that the results are contextually bounded. The IBLP Scale was developed in this context as well. So, in order to have a stronger scale, it should be tested in other countries for the validity and reliability or another more international scale should be developed and validated. Similarly, the level of acquisition of the IBLP was revealed in Turkey. It should be examined all over the world and the differences between the countries can be explored.

Secondly, the results showed that there are some attributes harder to acquire in the IBLP. Although this study aimed to reveal the reasons affecting the acquisition, more in-depth studies should be conducted to better understand the underlying reasons as it is the core of the program. In addition, it should be studied that what can be done to make students acquire these attributes more. Similarly, it was found that the pre-IB and previous IB programs did not have an effect on the acquisition of the attributes. The reasons of these should be examined and the programs should be revised accordingly.

Thirdly, the IBLP Scale was administered to the IBDP students at one shot so the participants of the study were different from each other. For this reason, a longitudinal study should be conducted to see the effect of the program on the acquisition of the attributes in a long run.

Furthermore, one part of the study was conducted at two different IBDP schools in Ankara which were also different in their structure (one private laboratory international school and one private national school implementing the IBDP) and the observations showed that there were big differences in the implementation of the program. However, as the aim of this study was not examining these, they were not discussed. So, another study should be conducted to reveal these implementation differences and differences in acquisition levels of IBLP between different kinds of IB schools like international, private and state schools.

In addition, it was also discussed that the teachers have a great effect on students in terms of their IBLP acquisition. However, it was also found in this study that most of the IBDP teachers have not been trained by this program as well. For this reason, it is also important to reveal the IBDP teacher profiles and train IBDP teachers accordingly. More specifically, studies answering questions like “How should be an IBDP teacher?” and “How can an IBDP teacher be trained?” should be conducted.

Moreover, as mentioned before, there is a question arose from this study that whether the IBDP students acquire these attributes because they are participating in this program or they are in this program because they have already acquired these attributes. For this reason, a study should be conducted to reveal the difference between the MoNE and IBDP students in terms of the IBLP.

Finally, the results also showed that both teachers and students “adopted” the program very much so that they voluntarily take place in this process even though its heavy workload. The reasons behind this “adoption” and “rejection” of the National Program should be examined in-depth in order to better understand the success or failure of a program.

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APPENDICES

A: THE IB LEARNER PROFILE DOCUMENT




IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Source: <http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf>

B: THE ACQUISITION OF THE IB LEARNER PROFILE SCALE

Sevgili Öğrenciler,

Bu araştırmanın amacı, Uluslararası Bakalorya Diploma Programının (UBDP), öngörülen öğrenci profilinde yer alan becerileri kazandırma durumunun belirlenmesidir. Bu amaç doğrultusunda, geliştirilen ölçek ile siz değerli öğrencilerin görüşlerine başvurulmaktadır.

Ölçeğin birinci bölümünde kişisel bilgilere ait sorular yer alırken ikinci bölümünde öngörülen öğrenci profilinin edinilme durumunu belirlemeye yönelik sorular bulunmaktadır.

Çalışmaya katılma zorunluluğu olmamakla birlikte katılımınız öğrenci profillerinin edinilme durumunu ortaya koymak açısından oldukça önemli olacaktır. Bu nedenle sizden, soruları dikkatlice okumanız ve içtenlikle yanıt vermeniz beklenmektedir. Sorulara verdiğiniz yanıtlar **yalnızca** araştırma kapsamında kullanılacak ve araştırmacı dışında kimse tarafından görülmeyecektir. Katılımınız ve katkılarınız için çok teşekkür ederim.

Ece KOÇER

Örnek kodlama 

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi
Eğitim Programları ve Öğretim Anabilim Dalı
ecekocer@gmail.com

I. BÖLÜM - KİŞİSEL BİLGİLER			
1. Cinsiyet: Kız <input type="radio"/> Erkek <input type="radio"/>	2. Yaş: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Diğer: ...	3. Sınıf: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4. Hangi program(lar)da öğrenim görüyorsunuz? <input type="radio"/> MEB ve UBDP <input type="radio"/> MEB <input type="radio"/> UBDP	5. Pre-IB'ye katıldınız mı? <input type="radio"/> Evet <input type="radio"/> Hayır <input type="radio"/> Okulmda yoktu		
6. UBDP öğrencisi iseniz, programda kaçınıcı döneminiz (pre-IB hariç)?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
7. Liseden önce herhangi bir UB programına katıldınız mı? <input type="radio"/> Evet >> <input type="radio"/> Hayır	8. Yanıtınız "evet" ise hangi program? <input type="radio"/> PYP (ilkokul) <input type="radio"/> MYP (ortaokul) <input type="radio"/> PYP ve MYP		
9. UBDP'yi seçme nedeniniz nedir? (Birden fazla maddedyi işaretleyebilirsiniz.) <input type="radio"/> UBDP'de değilim. <input type="radio"/> Alım istediği için seçtim. <input type="radio"/> Üniversiteye/Yüksek lisansa yurtdışında devam etmeyi düşünüyorum. <input type="radio"/> Üniversite sınavına girmeden UBDP diploması ile öğrenci alan üniversitelere devam etmeyi düşünüyorum. <input type="radio"/> Yatay geçiş olanaklarından yararlanmayı düşünüyorum. <input type="radio"/> Üniversite sınavına daha iyi hazırlanabileceğimi düşünüyorum. <input type="radio"/> İngilizce eğitim almanın yararlı olacağını düşünüyorum. <input type="radio"/> Daha iyi bir eğitim sunulduğunu düşünüyorum. <input type="radio"/> Üniversite hayatımda işe yarayacak beceriler geliştirdiğini düşünüyorum. <input type="radio"/> Diplomanın iş alanlarında yarar sağlayacağını düşünüyorum. <input type="radio"/> Okulmdaki ulusal sınıfların iyi olmadığını düşünüyorum. <input type="radio"/> Diğer (Yazınız.)			
10. Okuduğunuz alan: <input type="radio"/> Matematik-Fen <input type="radio"/> Türkçe-Matematik <input type="radio"/> Türkçe-Sosyal <input type="radio"/> Dil	11. Üniversite eğitimi nereden almak istersiniz? <input type="radio"/> Yurtiçi <input type="radio"/> Yurtdışı <input type="radio"/> Kararsızım/Emin değilim		
12. Hangi üniversitede öğrenim görmek istersiniz? (en fazla 3 isim)			
13. Üniversitede hangi fakülte/bölümde öğrenim görmek istersiniz? (en fazla 3 isim)			

2. BÖLÜM - UBDP ÖĞRENCİ PROFİLİ BELİRLEME ÖLÇEĞİ

Aşağıdaki ifadelerin her birini okuduktan sonra, bu ifadeye ne ölçüde katıldığınızı ilgili seçeneği ● şeklinde işaretleyerek belirtiniz.

Hiç katılmıyorum	Katılmıyorum	Ne katılıyorum ne de katılmıyorum	Katılıyorum	Tamamen katılıyorum	
①	②	③	④	⑤	
1. Genellikle, derste verilen bilgilerle yetinmeyip daha fazla bilgi edinebilmek için araştırma yaparım.	①	②	③	④	⑤
2. Zamanımı planlayarak ve disiplinli çalışarak işlerimi son ana bırakmam.	①	②	③	④	⑤
3. İnsanların adil olmayan davranışlarını gördüğümde tepki veririm.	①	②	③	④	⑤
4. Derste ve ders dışında öğretmenlerimle çekinmeksizin konuşurum.	①	②	③	④	⑤
5. Ülkedeki ve dünyadaki olayları (sorunlar, gelişmeler, vb.) yakından izlerim.	①	②	③	④	⑤
6. _____	①	②	③	④	⑤
7. Olaylara eleştirel baktığım için üst düzey sorular sorarım.	①	②	③	④	⑤
8. İnsanlarla iletişim kurabileceğim çalışmalarda yer almaktan zevk alırım.	①	②	③	④	⑤
9. Farklı kültürel, ekonomik ya da sosyal çevrelerden gelen bireylere saygı duyarım.	①	②	③	④	⑤
10. Deneyimlerimi analiz ederek güçlü ve zayıf yönlerimi belirlemeye çalışırım.	①	②	③	④	⑤
11. _____	①	②	③	④	⑤
12. Sınıfta ya da okulda bana verilen bir görevi başkasına yaptırmam.	①	②	③	④	⑤
13. Yeni tanıştığım insanlara, yeni fikirlere ve olaylara önyargılı davranmamaya çalışırım.	①	②	③	④	⑤
14. Sadece beni değil, toplumu ilgilendiren konuları da önemserim.	①	②	③	④	⑤
15. Her şeyi kararında yapmaya çalışırım.	①	②	③	④	⑤
16. Öğrenme sürecim (neleri kolay öğreniyorum, nasıl kolay öğreniyorum vb.) üzerine düşünürüm.	①	②	③	④	⑤
17. _____	①	②	③	④	⑤
18. Bilgiye hâkim olduğum konularda tartışma yürütebilirim.	①	②	③	④	⑤
19. Karşımdaki kişi çok önemli biri (statü, yaş vb.) olsa da kendime güvenerek onunla iletişim kurabilirim.	①	②	③	④	⑤
20. Sınırlarımı (öğrenme, beceri vb.) bilirim ve bu sınırlar içerisinde elimden geleni yapmaya çalışırım.	①	②	③	④	⑤
21. _____	①	②	③	④	⑤
22. Benimle ilgili olsun olmasın, yerel ve evrensel konular (insan hakları, eğitim, ekonomi vb.) üzerinde düşünürüm.	①	②	③	④	⑤
23. Yeni bir şeyler öğrendiğimde, bu bilgilerin bana ne kattığı üzerinde düşünürüm.	①	②	③	④	⑤
24. Karşımda kim olursa olsun hoşgörülü davranmaya çalışırım.	①	②	③	④	⑤
25. Etrafımda olup biten şeylere karşı merak duyduğum için özünü sorgulayan sorular sorarım.	①	②	③	④	⑤
26. Bilgi edinmeyi zihinsel bir yatırım olarak gördüğüm için her konunun ayrıntısına inerim.	①	②	③	④	⑤
27. _____	①	②	③	④	⑤
28. Çevre sorunlarına karşı duyarlı davranırım.	①	②	③	④	⑤
29. Sınavlarda klasik yanıtlar yerine yaratıcı yanıtlarımı yazmayı tercih ederim.	①	②	③	④	⑤
30. Huzurlu bir ortamda yaşayabilmek için toplumsal kurallara uyum sağlamaya çalışırım.	①	②	③	④	⑤
31. _____	①	②	③	④	⑤
32. Yeni öğrendiğim bilgileri, mevcut bilgilerimle ve diğer bilgilerle ilişkilendiririm.	①	②	③	④	⑤
33. Oluşturduğum bir fikri savunmama yarayacak kanıtlar bulmaya çalışırım.	①	②	③	④	⑤
34. İnanmadığım fikirlere ters düşen fikirleri anlamaya çalışırım.	①	②	③	④	⑤
35. _____	①	②	③	④	⑤
36. Gerekli olduğunu düşündüğüm durumlarda otoriteye karşı çıkmaktan çekinmem.	①	②	③	④	⑤
37. Farklı özelliklerdeki grupların (gelir, sosyal sınıf, etnik köken vb.) yaşantı ve gereksinimlerinin farkındayım.	①	②	③	④	⑤
38. Belirli bir hayat görüşüm vardır ve buna göre yaşarım.	①	②	③	④	⑤
39. Başladığım bir işi yarıda bırakmam.	①	②	③	④	⑤
40. Düşüncelerimi söylemekten çekindiğim zaman sınıfta fark edilmeyeceğim yerlere oturarak bana soru sorulmasından kaçınırım.	①	②	③	④	⑤
41. _____	①	②	③	④	⑤
42. Öğretmenimiz bir konuyu anlatırken konuyla ilgili ek bilgiler paylaşmaktan mutluluk duyarım.	①	②	③	④	⑤
43. Bir bilginin doğru olduğuna inanmam için birkaç kaynaktan teyit etmem gerekir.	①	②	③	④	⑤
44. _____	①	②	③	④	⑤
45. Bir araştırmanın nasıl yapılması gerektiğini (hangi kaynakların kullanılabileceğini, elde edilen verilerin nasıl uygulanabileceğini vb.) bilirim.	①	②	③	④	⑤
46. Bir olay hakkında yeterli bilgiye sahip olup olaya çok yönlü bakıp farklı bakış açıları sunabilmek isterim.	①	②	③	④	⑤
47. Edindiğim yeni bilgilerin nerede ve nasıl kullanılabileceği üzerinde düşünürüm.	①	②	③	④	⑤
48. Sosyal sorumluluk projelerinde (kitap bağışi, okul yapımı vb.) gönüllü olarak yer almak isterim.	①	②	③	④	⑤
49. Bir şeyi yapmadan önce bunun etik olup olmadığını düşünürüm.	①	②	③	④	⑤
50. _____	①	②	③	④	⑤
51. Bir durumla (soru, olay vb.) karşılaştığımda, bu durumun alternatiflerini merak edip "şöyle olsaydı ne olurdu" diye sorgularım.	①	②	③	④	⑤
52. Olaylara farklı açılardan baktığım için farklı sorgulamalar yaparak çıkarımlarda bulunurum.	①	②	③	④	⑤

*Only some of the Scale items are presented above. To reach the full Scale please contact the researcher at ecekocer@gmail.com.

C: PRE-STUDY SEMI-STRUCTURED TEACHER INTERVIEW
SCHEDULE FOR THE SCALE DEVELOPMENT

Görüşmenin Amacı: Uluslararası Bakalorya Diploma Programı'nın öğrenci profilinde yer alan becerilerin günlük yaşamdaki karşılıklarının belirlenmesi

Okul:

Tarih ve saat:

Görüşme Yapılan Kişi:

Görüşme Süresi:

Giriş

Merhaba. Ben Ece Koçer. ODTÜ Sosyal Bilimler Enstitüsü Eğitim Programları ve Öğretim (EPÖ) Anabilim Dalı'nda doktora öğrencisiyim ve Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Programları Bölümü'nde araştırma görevlisi olarak çalışıyorum. Doktora tezimi, Uluslararası Bakalorya Diploma Programı'nın (UBDP) öğrenci profilinde yer alan becerileri kazandırma durumunun ve programın güçlü/zayıf yönlerinin belirlenmesi üzerine yapıyorum. Bu görüşmedeki amacım ise UBDP'yi uygulayan ve en iyi bilen siz değerli öğretmenlerimizin görüşleriyle UBDP'de öngörülen öğrenci profilinde yer alan becerilerin günlük yaşamdaki karşılıklarını belirlemektir. Bu araştırmayla ortaya çıkacak sonuçların UBDP'nin durumunu ortaya koymak ve politikacılara veri sağlamak açısından önem taşıyacağını düşünüyorum.

1. Görüşme sürecinde söyleyeceklerinizin tümü gizli tutulacaktır. Bu bilgileri araştırmacıların dışında herhangi bir kimsenin görmesi mümkün değildir. Ayrıca araştırma sonuçlarını yazarken katılımcıların isimleri kesinlikle rapor edilmeyecektir.
2. Görüşmeyi izin verirseniz kaydetmek istiyorum. Görüşme kayıtları sadece araştırmacılar tarafından görülebilecektir ve elde edilen veriler yalnızca bu araştırma için kullanılacaktır ancak yine de görüşmeyi istediğiniz zaman kesebilir ya da kaydı dinleyebilirsiniz.
3. Bu görüşmenin yaklaşık 15 - 30 dakika süreceğini tahmin ediyorum. Görüşme iki bölümden oluşmakta ve ilk bölümde kişisel bilgilere, ikinci bölümde ise UBDP öğrenci profiline ilişkin sorular yer almaktadır. İzin verirseniz sorulara başlamak istiyorum.
4. Başlamadan önce bu söylenenler ile ilgili belirtmek istediğiniz bir düşünce ya da sormak istediğiniz bir soru var mı?

Kişisel Bilgilere İlişkin Sorular:

1. Branşınız nedir?
2. Hangi üniversite ve hangi programdan mezunsunuz?
3. Kaç yaşındasınız?

4. Kaç yıldır öğretmen olarak çalışıyorsunuz?
5. Kaç yıldır bu okulda çalışıyorsunuz?
6. Kaç yıldır UB DP'de öğretmenlik yapıyorsunuz?
7. UB konusunda bir eğitim aldınız mı? / UB öğretmenlik sertifikanız var mı?
8. Eğitim aldıysanız, aldığınız eğitim ile ilgili neler düşünüyorsunuz?

Görüşme Soruları:

Size Uluslararası Diploma Programı kapsamında,

1. "Araştıran-Sorgulayan" (Inquirers) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Araştıran-Sorgulayan" olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

2. "Bilgili" (Knowledgeable) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Bilgili" olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

3. "Düşünen" (Thinkers) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Düşünen" bir birey olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

4. "İletişim kuran" (Communicators) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "İletişim kuran" bir birey olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

5. "İlkeli" (Principled) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "İlkeli" olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

6. "Açık fikirli/Görüşlü" (Open-minded) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Açık fikirli/Görüşlü" olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

7. "Duyarlı" (Caring) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Duyarlı" olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

8. "Risk alan/Riski Göze Alan" (Risk-takers) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Risk alan/Riski Göze Alan" bir birey olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

9."Dengeli" (Well-balanced) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Dengeli" bir birey olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

10. "Yansıtan/Dönüşümlü Düşünen" (Reflective) olduğunu varsaydığımız bir öğrencinin özellikleri nelerdir/neler olmalıdır?

Alternatif soru: Öğrencinizin "Yansıtan/Dönüşümlü Düşünen" bir birey olup olmadığını nasıl anlarsınız?

Neleri yaparsa öyle olduğunu anlarız?

11. Eklemek istediğiniz başka bir şey var mı?

D: APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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T: +90 312 210 22 91
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ucan@metu.edu.tr
www.metu.edu.tr

26 TEMMUZ 2016

Sayı: 28620816 *DS*

Konu: Değerlendirme Sonucu

Gönderilen: Prof.Dr. Ahmet OK

Eğitim Programları ve Öğretim

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ahmet OK;

Danışmanlığınızı yaptığımız Ece KOÇER'in "Uluslararası Bakalorya Programını Yürüten Okullarda Öngörülen Öğrenci Profilinin Edinilme Durumunun Belirlenmesi / A Study on the Acquisition of International Baccalaureate Learner Profile Attributes" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2016-EGT-123 protokol numarası ile 19.09.2016-09.06.2017 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımızla sunarız.

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Meliha ALTUNIŞIK

İAEK Üyesi

Prof. Dr. Mehmet UTKU

İAEK Üyesi

Yrd. Doç. Dr. Binar KAYGAN

İAEK Üyesi

Prof. Dr. Ayhan SOL

İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR

İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK

İAEK Üyesi

**E: PERMISSION FROM THE DIRECTORATE OF NATIONAL
EDUCATION, ANKARA**



ANKARA VALİLİĞİ
Millî Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.11756879
Konu : Araştırma izni.

21.10.2016

ORTADOĞU TEKNİK ÜNİVERSİTESİ
(Öğrenci İşleri Dairesi Başkanlığı)

İlgi:a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 nolu Genelgesi.
b) 11.10.2016 tarih ve 4238 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Anabilim Dalı Eğitim Programları ve Öğretim Doktora Programı öğrencisi Ece Koçer'in " Uluslararası Bakalorya Programını Yürüten Okullarda Öngörülen Öğrenci Profilinin Edinilme Durumunun Belirlenmesi" konulu uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Millî Eğitim Müdürlüğüne bilgi verilmiştir.

Anket formunun (13 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Hüseyin BALTUTAR
Müdür a.
Müdür Yardımcısı

Adres:
Elektronik Ağ:
e-posta:

Ayrıntılı bilgi için:
Tel:
Faks:

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden ccb9-8721-388f-8996-6aa5 kodu ile teyit edilebilir.

F: SEMI-STRUCTURED TEACHER INTERVIEW SCHEDULE

Görüşmenin Amacı: Uluslararası Bakalorya Diploma Programı'nın (UBDP) güçlü ve zayıf yönlerinin belirlenmesi

Okul:

Tarih ve saat:

Görüşme Yapılan Kişi:

Görüşme Süresi:

Giriş

Merhaba. Ben Ece Koçer. ODTÜ Sosyal Bilimler Enstitüsü Eğitim Programları ve Öğretim (EPÖ) Anabilim Dalı'nda doktora öğrencisiyim ve Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Programları Bölümü'nde araştırma görevlisi olarak çalışıyorum. Doktora tezimi, Uluslararası Bakalorya Diploma Programı'nın (UBDP) öğrenci profilinde yer alan becerileri kazandırma durumunun ve programın güçlü/zayıf yönlerinin belirlenmesi üzerine yapıyorum. Bu görüşme ile UBDP'yi uygulayan ve en iyi bilen siz değerli öğretmenlerimizin görüşleri doğrultusunda UBDP'nin güçlü ve zayıf yönlerinin belirlenmesini amaçlamaktayım. Bu araştırmayla ortaya çıkacak sonuçların UBDP'nin durumunu ortaya koymak ve karar vericilere bilgi sağlamak açısından önem taşıyacağını düşünüyorum.

Görüşme sürecinde söyleyeceklerinizin tümü gizli tutulacaktır. Bu bilgiler araştırmacıların dışında herhangi bir kimse tarafından kullanılmayacaktır. Ayrıca araştırma sonuçları yazılırken katılımcıların isimleri çalışmada yer almayacaktır. Görüşmeyi izin vererseniz kaydetmek istiyorum. Görüşme kayıtları sadece araştırmacılar tarafından görülebilecektir ve elde edilen veriler yalnızca bu araştırma için kullanılacaktır ancak yine de görüşmeyi istediğiniz zaman kesebilir ya da kaydı dinleyebilirsiniz. Bu görüşmenin yaklaşık 25 - 30 dakika süreceğini tahmin ediyorum. Görüşme iki bölümden oluşmakta ve ilk bölümde kişisel bilgilere, ikinci bölümde ise UBDP'ye ilişkin sorular yer almaktadır. İzin vererseniz sorulara başlamak istiyorum.

Başlamadan önce bu söylenenler ile ilgili belirtmek istediğiniz bir düşünce ya da sormak istediğiniz bir soru var mı?

Kişisel Bilgilere İlişkin Sorular:

1. Branşınız nedir?
2. Hangi üniversite ve programdan mezunsunuz?
3. Kaç yaşındasınız?
4. Kaç yıldır öğretmen olarak çalışıyorsunuz?
5. Kaç yıldır bu okulda çalışıyorsunuz?
6. Kaç yıldır UBDP'de öğretmenlik yapıyorsunuz?
7. UB konusunda bir eğitim aldınız mı?
8. UB öğretmenlik sertifikanız var mı?

Görüşme Soruları:

1. Uluslararası Bakalorya Diploma Programı (UBDP) hakkında neler düşünüyorsunuz (amaç, felsefe, vizyon, misyon vb.)?

Sonda: Uluslararası Bakalorya Diploma Programının getirileri nelerdir?

Uluslararası Bakalorya Diploma Programında olumlu gördüğünüz yönler nelerdir?

Uluslararası Bakalorya Diploma Programında olumsuz gördüğünüz yönler nelerdir?

2. UBDP'nin Türkiye'deki uygulamalarına ilişkin görüşleriniz nelerdir?

Sonda: UBDP'nin Türkiye'deki uygulamalarına ilişkin olumlu gördüğünüz yönler nelerdir?

UBDP'nin Türkiye'deki uygulamalarına ilişkin olumsuz gördüğünüz yönler nelerdir?

UBDP ve MEB programlarının birlikte uygulanması hakkında neler düşünüyorsunuz?

UBDP'nin okulunuzdaki uygulamalarına ilişkin görüşleriniz nelerdir?

UBDP'nin okulunuzdaki uygulamalarının daha iyi olabilmesi için önerileriniz nelerdir?

3. UBDP'nin öngördüğü öğrenci profiline (araştıran-sorgulayan, bilgili, düşünen, iletişim kuran, ilkeli, açık fikirli, duyarlı, risk alan, dengeli, yansıtan) ilişkin görüşleriniz nelerdir?

Sonda: UBDP'nin öngördüğü öğrenci profilindeki becerileri uygun buluyor musunuz? Neden?

UBDP'nin öngördüğü öğrenci profilindeki becerileri yeterli buluyor musunuz? Neden?

4. Öğrencilerinizin UBDP'nin öngördüğü öğrenci profilindeki becerileri kazanma durumuna ilişkin görüşleriniz nelerdir?

Sonda: Öğrencilerinizin UBDP'nin öngördüğü öğrenci profilindeki becerileri kazanabildiğini düşünüyor musunuz? Neden?

Öğrencilerinizin UBDP'nin öngördüğü öğrenci profilindeki becerilerden hangilerini kazanabildiklerini düşünüyorsunuz? Neden?

Öğrencilerinizin UBDP'nin öngördüğü öğrenci profilindeki becerilerden hangilerini kazanamadıklarını düşünüyorsunuz? Neden?

5. İmkanınız olsa UBDP'de neleri değiştirmek isterdiniz?

6. Eklemek istediğiniz başka bir şey var mı?

G: SEMI-STRUCTURED STUDENT INTERVIEW SCHEDULE

Görüşmenin Amacı: Uluslararası Bakalorya Diploma Programı'nın (UBDP) güçlü ve zayıf yönlerinin belirlenmesi

Okul:

Tarih ve saat:

Görüşme Yapılan Kişi:

Görüşme Süresi:

Giriş

Merhaba. Ben Ece Koçer. ODTÜ Sosyal Bilimler Enstitüsü Eğitim Programları ve Öğretim (EPÖ) Anabilim Dalı'nda doktora öğrencisiyim ve Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Programları Bölümü'nde araştırma görevlisi olarak çalışıyorum. Doktora tezimi, Uluslararası Bakalorya Diploma Programı'nın (UBDP) öğrenci profilinde yer alan becerileri kazandırma durumunun ve programın güçlü/zayıf yönlerinin belirlenmesi üzerine yapıyorum. Bu görüşme ile de UBDP kapsamında eğitim alan siz değerli öğrencilerimizin görüşleri doğrultusunda UBDP'nin güçlü ve zayıf yönlerinin belirlenmesini amaçlamaktayım. Bu araştırmayla ortaya çıkacak sonuçların UBDP'nin durumunu ortaya koymak ve karar vericilere bilgi sağlamak açısından önem taşıyacağını düşünüyorum.

Görüşme sürecinde söyleyeceklerinizin tümü gizli tutulacaktır. Bu bilgileri araştırmacıların dışında herhangi bir kimsenin görmesi mümkün değildir. Ayrıca araştırma sonuçlarını yazarken katılımcıların isimleri kesinlikle rapor edilmeyecektir. Görüşmeyi izin verirseniz kaydetmek istiyorum. Görüşme kayıtları sadece araştırmacılar tarafından görülebilecektir ve elde edilen veriler yalnızca bu araştırma için kullanılacaktır. Bununla birlikte, görüşmeyi istediğiniz zaman kesebilir ya da kaydı dinleyebilirsiniz. Bu görüşmenin yaklaşık 30 - 35 dakika süreceğini tahmin ediyorum. Görüşme iki bölümden oluşmakta ve ilk bölümde kişisel bilgiler, ikinci bölümde ise UBDP'ye ilişkin sorular yer almaktadır. İzin verirseniz sorulara başlamak istiyorum.

Başlamadan önce bu söylenenler ile ilgili belirtmek istediğiniz bir düşünce ya da sormak istediğiniz bir soru var mı?

Kişisel Bilgilere İlişkin Sorular:

1. Kaç yaşındasınız?
2. Kaçınıcı sınıfta öğrenim görüyorsunuz?
3. UBDP'de kaçınıcı döneminiz?
4. UBDP'den önce herhangi bir UB programı deneyiminiz var mı? Var ise hangi program?
5. Hangi üniversite ve hangi programda öğrenim görmek istersiniz? Neden?

Görüşme Soruları:

1. Uluslararası Bakalorya Diploma Programı (UBDP)'ni seçme nedenleriniz nelerdir?

2. UBDP'ye ilişkin düşünceleriniz nelerdir?

Sonda: UBDP'de olumlu gördüğünüz yönler nelerdir?

UBDP'de olumsuz gördüğünüz yönler nelerdir?

3. UBDP'nin okulunuzdaki uygulaması hakkında neler düşünüyorsunuz?

Sonda: UBDP eğitiminiz sırasında yaşadığınız olumlu olaylar nelerdir?

UBDP eğitiminiz sırasında yaşadığınız zorluklar nelerdir?

Bu zorluklarla nasıl başa çıktınız / çıkıyorsunuz?

4. UBDP'nin öğrenci profilinde yer alan ve geliştirmeyi amaçladığı beceriler (araştıran-sorgulayan, bilgili, düşünen, iletişim kuran, ilkeli, açık fikirli, duyarlı, risk alan, dengeli, yansıtıcı) hakkında neler düşünüyorsunuz?

Sonda:UBDP'nin öngördüğü öğrenci profilindeki becerileri uygun buluyor musunuz? Neden?

UBDP'nin öngördüğü öğrenci profilindeki becerileri yeterli buluyor musunuz? Neden?

5. UBDP'nin öngördüğü öğrenci profilindeki becerileri kazandığınızı düşünüyor musunuz? Neden?

Sonda: UBDP'nin öngördüğü öğrenci profilindeki becerilerden hangilerini kazandığınızı düşünüyorsunuz? Neden?

UBDP'nin öngördüğü öğrenci profilindeki becerilerden hangilerini kazanamadığınızı düşünüyorsunuz? Neden?

6. İmkancınız olsa UBDP'de neleri değiştirmek isterdiniz?

7. Ekleme istediğiniz başka bir şey var mı?

H: CLASSROOM OBSERVATION FORM

Ders:
Dersin Öğretmeni:
Konular:
Sınıf Mevcudu:

Gözlemci:
Gözlem Tarihi:
Saat:
Sınıf:

Beceriler	Destekleyen Ortam Özellikleri (Sınıf düzeni, Öğretmen davranışı, vs.)	Desteklemeyen Ortam Özellikleri	Öğrencide Gözlenen Davranış	Gözlemci Notları
Araştıran-Sorgulayan				
Bilgili				
İletişim Kuran				
İlkeli				
Açık fikirli/Görüşlü				
Duyarlı				
Risk alan/Riski Göze Alan				
Düşünen				
Yansıtan/Dönüşümlü Düşünen				
Dengeli				

Ek Notlar:

I: INFORMED CONSENT FORMS

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU (ÖLÇEK)

Bu araştırma, ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı öğrencisi Ece KOÇER tarafından Prof. Dr. Ahmet OK danışmanlığındaki doktora tezi kapsamında yürütülmektedir ve bu form ile sizi araştırma koşulları hakkında bilgilendirmek amaçlanmaktadır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, Uluslararası Bakalorya Diploma Programı'nın (UBDP) öğrenci profilinde yer alan becerileri kazandırma durumunun belirlenmesidir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden araştırmacı tarafından geliştirilmiş olan ölçme aracında yer alan bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanız istenecektir. Yanıtlama sürecinin yaklaşık olarak 35 dakika sürmesi öngörülmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Ölçme aracı, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz yanıtlamayı yarıda bırakmakta serbestsiniz. Böyle bir durumda ölçme aracını uygulayan kişiye yanıtlamadığımızı söylemeniz ve aracı iade etmeniz yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Ölçme aracının uygulanmasının ardından, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı öğretim üyelerinden Prof. Dr. Ahmet OK (E-posta: as@metu.edu.tr) ya da doktora öğrencisi Ece KOÇER (E-posta: ecekocer@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad

Tarih

İmza

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU (GÖRÜŞME)

Bu araştırma, ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı öğrencisi Ece KOÇER tarafından Prof. Dr. Ahmet OK danışmanlığındaki doktora tezi kapsamında yürütülmektedir ve bu form ile sizi araştırma koşulları hakkında bilgilendirmek amaçlanmaktadır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, Uluslararası Bakalorya Diploma Programı'nın (UBDP) güçlü ve zayıf yönlerinin belirlenmesidir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden araştırmacı tarafından geliştirilmiş olan yarı yapılandırılmış görüşme formunda yer alan soruları yanıtlamanız istenecektir. Yanıtlama sürecinin yaklaşık olarak 30 dakika sürmesi öngörülmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Ölçme aracı, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz yanıtlamayı yarıda bırakmakta serbestsiniz. Böyle bir durumda araştırmacıya devam etmek istemediğinizi bildirmeniz yeterlidir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Görüşmenin ardından, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı öğretim üyelerinden Prof. Dr. Ahmet OK (E-posta: as@metu.edu.tr) ya da doktora öğrencisi Ece KOÇER (E-posta: ecekocer@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad

Tarih

İmza

J: PARENT'S CONFIRMATION FORMS

Veli Onay Formu (Ölçek)

Sevgili Anne/Baba,

Bu çalışma, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Anabilim Dalı öğrencisi Ece KOÇER tarafından Prof. Dr. Ahmet OK danışmanlığındaki doktora tezi kapsamında yürütülmektedir.

Bu çalışmanın amacı nedir? Çalışmanın amacı, Uluslararası Bakalorya Diploma Programı'nın (UBDP) öğrenci profilinde yer alan becerileri kazandırma durumunun belirlenmesidir.

Çocuğunuzun katılımcı olarak ne yapmasını istiyoruz?: Bu amaç doğrultusunda, çocuğunuzdan araştırmacı tarafından geliştirilmiş olan ölçme aracını yanıtlamasını isteyeceğiz ve yanıtlarını derecelendirme ölçeği biçiminde toplayacağız. Sizden çocuğunuzun katılımcı olmasıyla ilgili izin istediğimiz gibi, çalışmaya başlamadan çocuğunuzdan da yazılı olarak katılımıyla ilgili rızası mutlaka alınacaktır.

Çocuğunuzdan alınan bilgiler ne amaçla ve nasıl kullanılacak?: Çocuğunuzdan alacağımız yanıtlar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla kullanılacak, çocuğunuzun ya da sizin isim ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır.

Çocuğunuz ya da siz çalışmayı yarıda kesmek isterseniz ne yapmalısınız?: Katılım sırasında sorulan sorulardan ya da uygulama ile ilgili başka bir nedenden ötürü çocuğunuz kendisini rahatsız hissettiğini belirtirse, ya da kendi belirtmese de araştırmacı çocuğunuzun rahatsız olduğunu öngörürse, sorular tamamlanmadan, çalışmaya derhal son verilecektir.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Çalışmaya katılımınızın sonrasında, bu çalışmayla ilgili sorularınız yazılı biçimde yanıtlandırılacaktır. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı öğretim üyelerinden Prof. Dr. Ahmet OK (E-posta: as@metu.edu.tr) ya da doktora öğrencisi Ece KOÇER (E-posta: ecekocer@gmail.com) ile iletişim kurabilirsiniz. Bu çalışmaya katılımınız için şimdiden teşekkür ederiz.

Yukarıdaki bilgileri okudum ve çocuğumun bu çalışmada yer almasını onaylıyorum (Lütfen alttaki iki seçenektten birini işaretleyiniz.)

Evet onaylıyorum _____ **Hayır, onaylamıyorum** _____

Anne/Baba adı-soyadı: _____ Bugünün Tarihi: _____ İmza: _____

Çocuğun adı soyadı ve doğum tarihi: _____

(Formu doldurup imzaladıktan sonra araştırmacıya şahsen veya çocuğunuz eliyle ulaştırınız).

Veli Onay Formu (Görüşme)

Sevgili Anne/Baba,

Bu çalışma, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Anabilim Dalı öğrencisi Ece KOÇER tarafından Prof. Dr. Ahmet OK danışmanlığındaki doktora tezi kapsamında yürütülmektedir.

Bu çalışmanın amacı nedir? Çalışmanın amacı, Uluslararası Bakalorya Diploma Programı'nın (UBDP) güçlü ve zayıf yönlerinin belirlenmesidir.

Çocuğunuzun katılımcı olarak ne yapmasını istiyoruz?: Bu amaç doğrultusunda, çocuğunuzdan araştırmacı tarafından yöneltilen soruları yanıtlamasını isteyeceğiz ve yanıtlarını ses kaydı biçiminde toplayacağız. Sizden çocuğunuzun katılımcı olmasıyla ilgili izin istediğimiz gibi, çalışmaya başlamadan çocuğunuzdan da yazılı olarak katılımıyla ilgili rızası mutlaka alınacaktır.

Çocuğunuzdan alınan bilgiler ne amaçla ve nasıl kullanılacak?: Çocuğunuzdan alacağımız yanıtlar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla kullanılacak, çocuğunuzun ya da sizin isim ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır.

Çocuğunuz ya da siz çalışmayı yarıda kesmek isterseniz ne yapmalısınız?: Katılım sırasında sorulan sorulardan ya da uygulama ile ilgili başka bir nedenden ötürü çocuğunuz kendisini rahatsız hissettiğini belirtirse, ya da kendi belirtmese de araştırmacı çocuğunuzun rahatsız olduğunu öngörürse, sorular tamamlanmadan, çalışmaya derhal son verilecektir.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Çalışmaya katılımınızın sonrasında, bu çalışmayla ilgili sorularınız yazılı biçimde yanıtlandırılacaktır. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı öğretim üyelerinden Prof. Dr. Ahmet OK (E-posta: as@metu.edu.tr) ya da doktora öğrencisi Ece KOÇER (E-posta: ecekocer@gmail.com) ile iletişim kurabilirsiniz. Bu çalışmaya katılımınız için şimdiden teşekkür ederiz.

Yukarıdaki bilgileri okudum ve çocuğumun bu çalışmada yer almasını onaylıyorum (Lütfen alttaki iki seçenektten birini işaretleyiniz.)

Evet onaylıyorum _____

Hayır, onaylamıyorum _____


Anne/Baba adı-soyadı: _____ Bugünün Tarihi: _____ İmza:

Çocuğun adı soyadı ve doğum tarihi: _____

(Formu doldurup imzaladıktan sonra araştırmacıya şahsen veya çocuğunuz eliyle ulaştırınız).

K: PERMISSION FROM THE MONE

ÖİDB


T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Özel Öğretim Kurumları Genel Müdürlüğü

Sayı : 36077160-405.99-E.4487567
Konu : Araştırma İzni

03.04.2017

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : Ece KOÇER'e ait 27/03/2017 tarih ve bilâ sayılı dilekçe.

Üniversiteniz Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı Eğitim Programları ve Öğretim Doktora öğrencisi Ece KOÇER'in, öğretim üyesi Prof. Dr. Ahmet OK'un danışmanlığında yürütmekte olduğu "Uluslararası Bakalorya Programını Yürüten Okullarda Öngörülen Öğrenci Profilinin Edinilme Durumunun Belirlenmesi" konulu araştırma kapsamındaki uygulama izni talebine ilişkin ilgi yazı ve ekleri incelenmiştir.

Söz konusu araştırma faaliyetinin, uygulanmak istenilen ekli listede isimleri belirtilen özel okulların bağlı buldukları İl Millî Eğitim Müdürlüklerine başvurulması kaydıyla yapılması hususunda;

Bilgilerinizi ve gereğini arz ederim.

Mehmet BARAN
Bakan a.
Daire Başkanı

EK:
İlgi dilekçe ve ekleri

0536 852 5358

İvrenli Elektronik İmza
Aşağı ile Aynadır.
02.04.2017

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Elektronik Ağ: <http://oogkm.meb.gov.tr>

Ayrıntılı bilgi için: Elif ÇEVİK Şef
Tel: (0 312) 4132504
Faks: (0 312) 2239926

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L: PRESCRIPTION FOR THE ADMINISTERING OF THE IBLP ACQUISITION SCALE

Uluslararası Bakalorya Diploma Programı (UBDP) Öğrenci Profili Belirleme Ölçeği Uygulama Yönergesi

Sayın Hocam;

Öncelikle yardım etmeyi kabul ettiğiniz ve emekleriniz için teşekkür ederim. Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Programları ve Öğretim Anabilim Dalı'nda, Prof. Dr. Ahmet OK'un danışmanlığında "Uluslararası Bakalorya Programını Yürüten Okullarda Öngörülen Öğrenci Profiline Edinilme Durumunun Belirlenmesi" başlıklı doktora tezini yürütmekteyim. Bu kapsamda kendi geliştirmiş olduğum ve uygulanması yaklaşık 10-15 dakika süren "UBDP Öğrenci Profili Belirleme Ölçeği"nin okulunuzdaki 11. sınıf UBDP, 12. sınıf UBDP ve 12. sınıf Ulusal Program (MEB) öğrencilerine uygulanmasını rica etmekteyim. Uygulama sırasında, "Kişisel Bilgiler" bölümü için öğrenciler tarafından sorulabilecek muhtemel sorulara verilebilecek yanıtlar aşağıda listelenmiştir:

- **4. Soru:** Ulusal Programı birebir alan ve buna ek olarak da UBDP derslerini alan öğrencilerin "MEB ve UBDP" şikkını; farklı bir yönetmelik ile Ulusal Programın temel düzeyde verildiği laboratuvar okullarındaki UBDP öğrencilerinin ise yalnızca "UBDP" şikkını işaretlemeleri, 12. sınıf Ulusal Programda okuyan öğrencilerin ise yalnızca "MEB" şikkını işaretlemeleri;
- **5. Soru:** Pre-IB olarak nitelendirilen bazı okullarda 9. ve 10. sınıflarda uygulanan 11. ve 12. sınıflarda uygulanacak UBDP programına hazırlık programıdır. Okulunuzda böyle bir program yoksa öğrencilerin "Okulumda yoktu" şikkını işaretlemeleri, varsa ve katıldılarsa ya da 11. sınıfta UBDP'de olup 12. sınıfta Ulusal Programa geçtilerse "Evet" şikkını işaretlemeleri, varsa ama sonradan UBDP'ye katılmaya karar verdilerse "Hayır" şikkını işaretlemeleri;
- **6. Soru:** Bazı okullar UBDP'nin üniversite sınavı ile çakışmaması için programı 10. sınıfın ikinci döneminde başlatmakta ve 12. sınıfın birinci döneminin sonunda bitirmektedirler. Örneğin, 11. sınıfın başında UBDP'ye başlayan bir 11. sınıf öğrencisi, 2. döneminde; 12. sınıf öğrencisi ise 4. dönemindedir. 10. sınıfın ikinci döneminde UBDP'ye başlayan bir 10. sınıf öğrencisi ise 1. dönemindedir. Bu nedenle, öğrencilerin akademik yıllara göre değil, üniversitede olduğu gibi akademik dönemlere göre dönemlerini işaretlemeleri;
- **10. Soru:** Öğrencilerin, "okuduğunuz alan" bölümünü Ulusal Programdaki alana (Üniversite sınavına) göre işaretlemeleri, eğer Ulusal Program okutulmuyorsa ya da sınava girilmeyecekse işaretleme yapmamaları gerekmektedir.

Uygulama sonunda ölçeklerle birlikte size gönderilmiş olan etiketlere okul adı, ölçeğin uygulandığı grup, bu gruptaki toplam öğrenci sayısı, gruptaki uygulama yapılan öğrenci sayısı, uygulama tarihi ve uygulama sırasında karşılaşılan zorluklar gibi bilgileri not ederek 11. sınıf UBDP, 12. sınıf UBDP ve 12. sınıf Ulusal Program (MEB) gruplarını ayrı ayrı paketleyip aşağıda belirtilen adrese karşı ödemeli olarak gönderebilirsiniz benim için çok büyük bir iyilik yapmış olursunuz. İlginiz ve emekleriniz için teşekkür ederim.

Saygılarımla,
Arş. Gör. Ece KOÇER

M: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Koçer, Ece
Nationality: Turkish (TC)
Date and Place of Birth: 18 December 1985, Konya
Marital Status: Single
Phone: +90 312 363 33 50 /3204
Fax: +90 312 363 61 45
email: ecekocer@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS	METU Elementary Science Education	2009
High School	Ankara Atatürk Anatolian High School	2004

WORK EXPERIENCE

Year	Place	Enrollment
2009 - Present	Ankara University	Research Assistant

FOREIGN LANGUAGES

English (Advanced), German (Beginner)

PUBLICATIONS

1.Koçer, E. (2012). Avusturya Eğitim Sistemi [Education System in Austria], Ö. Demirel [Ed], Gelecek İçin Eğitim: Farklı Ülkelerde Program Geliştirme Çalışmaları, ISBN: 978- 605-364-041-7, Türkiye: Pegem Akademi.

2.Koçer, E. (2013). 1968 İlkokul Programı (Hayat Bilgisi Dersi) [1968 Elementary Life Studies Curriculum], F. D. Gözütok, F. Bıkmaz [Eds], Cumhuriyetin İlanından 2013'e Öğretim Programlarının Analizi: Hayat Bilgisi Örneği, ISBN: 978-605-352-943-9, Türkiye: Yargi.

3.Gözütok, F., Ulubey, Ö., Akçatepe, A. G., **Koçer, E.** & Rüzgar, M. E. (2014). 4+4+4 Yapılanması Kapsamında Hazırlanan Uyum ve Hazırlık Çalışmaları Kitaplarının Değerlendirilmesi [Evaluation of Adaptation and Orientation Books Prepared in Accordance with 4+4+4 Regulation], Ankara University Journal of Faculty of Educational Sciences, 47 (1), 327-350.

Taş, İ. D., **Koçer, E.** & Ulubey, Ö. (2016). Eğitim Fakültesi Araştırma Görevlilerinin Öğretim Üyesi Yetiştirme Programına İlişkin Görüşlerinin Belirlenmesi [Determining opinions of research assistants in faculty of education about the faculty development programme], Journal of Higher Education, 6 (2), 72 - 83.

HOBBIES

Swimming, Dancing, Snowboard

N: TURKISH SUMMARY / TÜRKE ÖZET

ULUSLARASI BAKALORYA ÖĞRENEN PROFİLİ EDİNİLME DURUMU ÜZERİNE BİR ÇALIŞMA

Giriş

İkinci Dünya Savaşı'ndan sonra artan uluslararası hareketliliğin eğitime yansması da uluslararası eğitimin önemini arttırması olmuştur. Artan aile hareketliliği, okulları farklı kökenden gelen öğrencileri kabul etmekten ve bu öğrencilere eğitim vermekten sorumlu kılmıştır. Bu doğrultuda da, eğitim sistemlerinin birbirleriyle bağdaştırılması ve eğitim sistemleri arasındaki eşitsizliğin ve tutarsızlığın giderilmesi gerekliliği daha belirgin hale gelmiştir. Bu ihtiyacı karşılayabilmek için dünyanın birçok kesiminde ulusal bir topluluk için geliştirilmiş bir programdan uluslararası bir topluluğun sosyal ve eğitimsel ihtiyaçlarına yönelik bir programa geçiş olmuş ve genellikle “uluslararası okullar” olarak anılan okullar açılmıştır (Renaud, 1974). İsminde “uluslararası” sıfatını kullanan ilk okul 1924'te Cenevre'de açılan “The International School of Geneva”dır (Hayden ve Thompson, 2013). O tarihten sonra uluslararası okulların sayısı aşamalı olarak artmıştır. Uluslararası Okul Danışmanlığı (International School Consultancy-ISC) tarafından yapılan araştırmada dünya çapındaki uluslararası okulların sayısının 2000 ve 2013 yılları arasında 2,584'ten 6,400'e çıktığı belirtilmektedir (Brummitt ve Keeling, 2013). Ocak 2018'deki son sayılara göre ise dünya genelinde 9,306 okul ve 5 milyon öğrenci bulunmaktadır (ISCR, 2018). Bu da uluslararasılaşma ile açıklanabilmekte ve eğitimde sınırlar ötesi etkinliklerin sayısının arttırılması gibi dikkat çekici değişiklikler anlamına gelmektedir (Teichler, 2004).

Son yıllarda, uluslararası eğitim alanı büyümüş ve heyecan verici şekilde değişmiştir. Bunda da 1990 yılında Tayland'da gerçekleştirilen “Herkes için Eğitim (Education for All)” konferansının büyük etkisi olmuştur. Bu konferansta, ülkeler dünyadaki tüm çocukların eğitime erişimini arttırabilmek için çalışacakları konusunda

hemfikir olmuşlardır (Piper, Dryden-Peterson ve Kim, 2006). Diğer bir taraftan, 20. yüzyılın ikinci yarısında, eğitim ülkelerin gelişmesi ile bağdaştırıldığı için uluslararası eğitim alanında kaliteyi ve eğitimin erişilebilirliğini artıracak yeni bir uygulama alanı doğmuştur (Shields, 2013). Böylelikle, Wells (2011)'in de vurguladığı gibi uluslararası eğitim tek bir konu değil daha çok bir “alan” olarak anlaşılmaya başlanmıştır.

Uluslararasılaşma ile birlikte uluslararası okulların sadece sayısı değil, çeşitliliği de artmıştır çünkü uluslararası eğitim ulusal eğitimden daha ilgi çekici hale gelmiştir. Her ne kadar uluslararası eğitim başlarda kendi ülkelerinin eğitim sistemlerinde eğitim alma olanağı olmayan mobil öğrenciler için bir gereklilik olarak başlasa da, sonradan bazıları için var olan ulusal eğitimden daha iyi olduğu düşünülen bir eğitim sağlayan bir sektöre dönüşmüştür (Hayden ve Thompson, 2013). Geleneksel olmayan (non-traditional) uluslararası okullar, 20. yüzyılın sonlarında yerel halka var olan ulusal eğitim sisteminden farklı bir eğitim vermek için ortaya çıkmışlardır. Bu okullar, genellikle İngilizce eğitim verdikleri ve uluslararası düzeyde kabul gören programlar sundukları için üniversiteye giriş için bir basamak ve sonrasında da küreselleşen dünyada başarılı olmak için bir rota olarak görülmüşlerdir. Bu hızla gerçekleşen büyüme ve çeşitlilikteki artış sebebiyle uluslararası okulların tek ortak özelliği, verilen eğitim programının bulunulan ülkedeki ile aynı olmaması olmuştur (Hayden ve Thompson, 2013). Diğer bir deyişle, uluslararası okullar bulunulan ülkeden başka bir ülkenin ulusal programını ya da Uluslararası Bakalorya (UB) gibi uluslararası bir programı uygulayabilirler.

Uluslararası Bakalorya, dünya çapında artan uluslararası okullarda uygulanan çeşitli ulusal eğitim programlarını ve öğretim yöntemlerini birbirleriyle bağdaştırma ihtiyacından doğmuş uluslararası tanınırlığa sahip üniversite öncesi bitirme sertifikasıdır (Peterson, 1987; akt. Hayden ve Wong, 1997). Diğer bir deyişle, coğrafi ve kültürel hareketliliği ve uluslararası anlayışı destekleyen bir akademik eğitim programıdır (Hayden ve Wong, 1997). UB eğitimlerine farklı ülkelerde devam etmeyi düşünen öğrencilere evrensel ve ortak bir eğitim sağlayarak öğrencilerin hızla küreselleşen dünyada yaşaması, öğrenmesi ve çalışabilmesi için gerekli kişisel, entelektüel, duygusal ve sosyal becerilerini geliştirmeyi amaçlamaktadır. Bu amaçları

gerçekleştirebilmek için de 1968 yılında İsviçre'nin Cenevre şehrinde aynı ismi taşıyan ve kar amacı gütmeyen bir eğitim vakfı açılmıştır.

Vakfın motivasyonu “eğitim ile daha iyi bir dünya yaratmak” fikrine odaklanan misyonundan gelmektedir (IBO, 2018). Bu misyon ile ilk yıllarında bile hızla tüm dünyaya yayılmıştır. 1970-1974 yılları arasında, etkin olarak katılan okul sayısı 11’den 27’ye, sertifika adayı sayısı ise 312’den (deneme süreci adayları hariç) 1,080’e çıkmıştır. Bu araştırmanın başladığı 2014 yılında ise bu sayılar 147 ülkede toplam 3,955 okul ve 1,236,000 öğrenciyi bulmuştur. Diğer bir deyişle, 1968’de 7 okul ve 7 program iken 2018’de 4,786 okul ve 6,311 programa ulaşarak 50 yılda UB dünya çapında yayılmıştır (IBO, 2018).

Uluslararası Bakalorya, Uluslararası Bakalorya Diploma Programı (UBDP) ismiyle üniversiteye hazırlanan mobil öğrenciler için tek bir program olarak başlamıştır. Şimdi ise 3 ve 19 yaş aralığındaki öğrenciler için dört farklı program sunulmaktadır. Bu dört program, 3-12 arası öğrenciler için İlkokul Programı (IB Primary Years Programme-IBPYP), 11-16 yaş arası öğrenciler için Ortaokul Programı (IB Middle Years Programme-IBMYP), 16-19 yaş arası öğrenciler için Diploma Programı (IB Diploma Programme-IBDP) ve yine 16-19 yaş arası öğrenciler için Kariyer Programı’dır (IB Career-related Programme-IBCP). Diploma ve Kariyer Programları aynı yaş grubu için farklı amaçlı programlardır. Diploma Programı öğrencileri dünya çapında öne çıkan üniversitelere hazırlarken, Kariyer Programı özellikle iş odaklı öğrenmeleri hedefleyen öğrenciler için geliştirilmiştir (IBO, 2018).

1970’li yıllarda tanıtılan Uluslararası Bakalorya Diploma Programı (UBDP), öğrencileri hızla küreselleşen dünyada etkili bir şekilde yer alabilmeye hazırlamayı amaçlamaktadır. Diğer bir deyişle, UBDP öğrencilerin uluslararası bakış açısına sahip olabilmelerini amaçlamaktadır. Uluslararası bakış açısı ise Bhavnani (2013) tarafından “21.yüzyıl küresel değişimlerine daha iyi hazırlanma becerisi” olarak tanımlanmıştır. Bu amacı gerçekleştirebilmek için eğitim programında altı farklı grupta dersler yer almaktadır. Öğrencilerin ilgi alanlarına göre dersleri seçebilecekleri bu gruplar şu şekildedir: “Dil ve Edebiyat Çalışmaları”, “Birey ve Toplum”, “Matematik”, “Sanat”,

“Fen Bilimleri” ve “Dil Kazanımı”. Bu ders gruplarına ek olarak, her öğrenci için zorunlu olan Bitirme Tezi, Bilgi Kuramı ve Yaratıcılık, Bedensel Etkinlik ve Hizmet adı verilen üç ders daha bulunmaktadır. Program, bu dersler sayesinde öğrencilerin kendilerini fiziksel, duygusal, entelektüel ve etik olarak geliştirmesine; öğrenmeye ilişkin beceriler ve olumlu tutumlar geliştirmesine; en az iki dilde eğitim almasına; geleneksel akademik disiplinleri birbiriyle bağdaştırmasına; bilginin doğasını keşfetmesine; kültürleri anlama düzeylerini arttırmalarına; bitirme tezi yazarak derinlemesine bir araştırmanın sorumluluğunu almasına; Yaratıcılık, Bedensel Etkinlik ve Hizmet dersi yardımıyla kişisel ve kişilerarası gelişimini desteklemesine ve derinlemesine bilgi ve anlayış kazanmasına olanak sunmaktadır (IBO, 2018). Diğer bir deyişle, tüm bu dersler öğrencilerin 21. yüzyıl becerileriyle de paralel olan on özelliği edinmelerini amaçlamaktadır. Araştıran-sorgulayan, bilgili, düşünen, iletişim kuran, ilkeli, açık fikirli, duyarlı, risk alan, dengeli ve yansıtıcı olarak adlandırılan bu on özelliğin toplamına ise Uluslararası Bakalorya öğrenen profili (International Baccalaureate Learner Profile-IBLP) denilmektedir ve öğrenen profili tüm UB programlarının merkezinde yer almaktadır.

Artan küreselleşme ile öğrenci ve aile hareketliliği de artmıştır. İktisadi İşbirliği ve Gelişme Teşkilatı'nın 2017 raporuna göre OECD ülkelerinde toplam 3,294 bin uluslararası veya yabancı öğrenci bulunmaktadır (OECD, 2017). Ayrıca, artan küreselleşme ile iyi bir işe sahip olabilmek için olan rekabet de ve dolayısıyla kaliteli bir eğitim almanın önemi de artmıştır. Bu nedenle, artan gelirin de etkisiyle birçok aile uluslararası okulları çocukları için ön planda görmeye başlamıştır, çünkü bu okullarda İngilizce eğitim ve dünya çapındaki iyi okullara kabul edilme şansı gibi olanaklar sunulmaktadır (Brummitt ve Keeling, 2013). Bu bakımdan, hareketliliğe olanak sağlamak için uluslararası okulların ve uluslararası programları uygulayan okulların sayısı tüm dünyada artmaktadır. ISC tarafından yapılan araştırmada 2022 yılına kadar 11,331 uluslararası okulun, 6,2 milyon öğrencinin ve 529,000 personelin olması tahmin edilmektedir (Brummitt ve Keeling, 2013). Bu nedenlerden ötürü, UB incelenmeye değerdir. Ayrıca, hem en eski hem de en yaygın program olarak UBDP de daha çok ilgi çekmektedir. Ancak, UBDP üzerine yapılmış olan araştırmalar

incelendiğinde, çoğunun öğretmen, öğrenci veya mezunların program hakkındaki görüşlerine veya başka programlarla UBDP’yi bazı konu ya da dersler düzeyinde karşılaştırmaya odaklandıkları görülmektedir. Bilgi Kuramı gibi UBDP’ye özgü dersleri inceleyen çalışmalar da bulunmaktadır.

Uluslararası Bakalorya Organizasyonu’nun raporunda da belirtildiği gibi “küresel eğitimdeki eğilimlerin ve bunların ulusal ve uluslararası okulların misyonuna muhtemel etkisinin yakından takip edilmesine” ve “öğrenen profiline UB Dünya Okulları ve UB öğrenenleri üzerindeki etkisinin nasıl değerlendirilebileceği konusunun daha derinlemesine düşünülmesine” ihtiyaç vardır (IBO, 2013, s. 14). Benzer şekilde, Lineham (2013, s.275) UBDP’nin UB misyonunu kazandırmada ne düzeyde etkili olduğunu ortaya çıkarmak amacıyla bir çalışma yapmıştır ve bu çalışmanın sonucuna da ileriki araştırmalar için “öğrencilerin değerlerini geliştirmelerinde programın etkisini belirleyebilmek için UBDP’de öğrencilerin ulaştıkları düzeylere ilişkin görüşlerinin kaydedilmesi yardımcı olabilir” diyerek programın öğrenciler üzerindeki etkisini değerlendirmeyi önermiştir. Ancak literatür incelendiğinde, her ne kadar programın uluslararası anlayışı geliştirmedeki etkisini inceleyen çalışmalar olsa da UB öğrenen profiline odaklanan çok az çalışma bulunmaktadır. Öğrenen profiline edinim durumuna ilişkin ise hem Türkiye’de hem de yurtdışında hiç deneyecek kadar az çalışma bulunabilmiştir. Diğer bir deyişle, her ne kadar eğitimdeki yeni yönelimlerin ve bu yönelimlerin okullardaki etkisinin yakından incelenmesine ve programların öğrencilerin değerlerini geliştirmedeki etkisinin ortaya çıkarılmasına ihtiyaç varsa da programın tamamına odaklanan araştırma sayısı sınırlıdır. Ayrıca hem eğitim programının merkezinde hem de 21. yüzyıl becerileri ile paralel olmasına rağmen UB öğrenen profiline odaklanan çalışma sayısı da sınırlıdır. Programın değerlendirilmesi açısından önemli olsa da bu çalışmaların çok azı profil özelliklerinin edinimi üzerinedir. Bu nedenle, bu çalışma programın tamamına odaklanmakta ve UB öğrenen profiline edinim durumunun belirlenmesini ve UBDP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerinin incelenmesini amaçlamaktadır.

Amaç

Bu araştırmanın amacı, Uluslararası Bakalorya (UB) öğrenen profilinin edinilme durumunun belirlenmesi ve UB DP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerinin incelenmesidir. Bu amaç doğrultusunda aşağıdaki araştırma sorularına yanıt aranmaktadır:

1. UB DP öğrencileri UB öğrenen profilinde tanımlanan özellikleri ne düzeyde edinmektedirler ve farklı değişkenler edinim durumunu etkilemekte midir?
 - 1.1. Öğrenciler UB öğrenen profili özelliklerini ne kadar ediniyor?
 - 1.2. Öğrencilerin UB öğrenen profili özelliklerini ediniminde UB DP sınıf düzeylerine (birinci ve ikinci sınıf) göre anlamlı bir fark var mı?
 - 1.3. Öğrencilerin UB öğrenen profili özelliklerini ediniminde cinsiyete (kızlar ve erkekler) göre anlamlı bir fark var mı?
 - 1.4. Öğrencilerin UB öğrenen profili özelliklerini ediniminde pre-UB Programına (UB DP hazırlık sınıfı) katılıma (katılanlar ve katılmayanlar) göre anlamlı bir fark var mı?
 - 1.5. Öğrencilerin UB öğrenen profili özelliklerini ediniminde önceki UB Programlarına (İlkokul-PYP) ve Ortaokul-MYP Programları) katılıma (katılanlar ve katılmayanlar) göre anlamlı bir fark var mı?
 - 1.6. Öğrencilerin UB öğrenen profili özelliklerini ediniminde çalışma alanlarına (sayısal ve sözel) göre anlamlı bir fark var mı?
 - 1.7. Öğrencilerin UB öğrenen profili özelliklerini ediniminde yurtdışında eğitim görme eğilimine (yurtdışı, Türkiye ve kararsız) göre anlamlı bir fark var mı?
2. UB DP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşleri nelerdir?

Çalışmanın Önemi

Artan uluslararasılaşma ile birlikte aile ve öğrenci hareketliliği de arttı. Benzer şekilde, artan küreselleşme ile birlikte iyi bir iş bulabilmek için olan yarış ve

dolayısıyla da kaliteli eğitim almanın önemi arttı. Bu nedenle, birçok aile artan gelirin de sonucu olarak uluslararası okul eğitimini çocukları için hazırladıkları listelerin üst sıralarına taşımışlardır çünkü uluslararası okullara devam etmek İngilizce öğrenim görmek ve dünyaca ünlü üniversitelere kabul edilmek gibi olanaklar sunmaktadır (Brummitt & Keeling, 2013). Bu bağlamda, hareketliliği arttırabilmek için uluslararası okulların ya da uluslararası programları uygulayan okulların sayısı dünya çapında artmaya devam etmektedir. ISC tarafından yapılan araştırmada 2022 yılına kadar 11,331 uluslararası okulun, 6,2 milyon öğrencinin ve 529,000 personelin olması tahmin edilmektedir (Brummitt & Keeling, 2013). Tüm bu nedenler, UB'nin incelenmesini gerekli kılmaktadır.

Uluslararası Bakalorya Organizasyonu (IBO, 2013)'nun ve Lineham (2013)'in çalışmalarında eğitimdeki yeniliklerin, bu yeniliklerin okullar üzerindeki etkisinin ve programların öğrencilerin değer yargılarını geliştirmelerine olan etkisinin yakından izlenmesinin gerekliliği vurgulansa da programın geneline ilişkin az sayıda çalışma bulunmaktadır. Programın merkezinde yer almasına ve 21. yüzyıl becerileriyle paralel olmasına rağmen UB öğrenen profilini odağa alan çalışma sayısı da oldukça azdır. Ayrıca, programın değerlendirmesinde büyük bir rol oynamasına karşın bu çalışmaların birçoğu da öğrenen profilindeki özelliklerin edinimi üzerine değildir.

UB öğrenen profilini ölçmeye dönük sadece iki çalışma (Bryant, Walker, & Lee, 2016; Walker, Lee, & Bryant, 2016) bulunmaktadır ve bu çalışmaların ikisi de bu çalışma başladıktan sonra yayımlanmıştır. Walker ve ark. (2016)'nın çalışmasında UB öğrenen profilini ölçmek için bir anket geliştirilmiş ve geçerlik-güvenirlik çalışmaları yapılmıştır. Ancak, UB öğrenen profilinden sadece dört özellik seçilmiş ve bu kendileri tarafından da bir sınırlılık olarak belirtilmiştir. Bu çalışmadaki ölçeğin geliştirilmesinde ise onların da önermiş olduğu gibi UB öğrenen profilinde yer alan bütün özelliklere yer verilmiştir. Ayrıca, bu çalışmadaki "UBDP Öğrenci Profili Belirleme Ölçeği", UBDP öğretmenlerinden elde edilen verilere dayanarak geliştirilmiştir. Diğer bir deyişle, Walker ve ark. (2016)'nın çalışması kapsamında geliştirilen ankettten farklı olarak, "UBDP Öğrenci Profili Belirleme Ölçeği" alandan veri toplanarak geliştirilmiştir. Bu nedenle, geliştirilen ölçeğin getirdiği farklı bakış

açısıyla uluslararası eğitim arařtırmaları alanına katkı saęlayacaęı düşünölmektedir. Dięer çalıřmada ise UB süreklilięi (ilkokul, ortaokul ve lise programlarının birlikte uygulanması) ile öęrencilerin özellikleri öęrenmeleri arasındaki iliřkiye odaklanılmıřtır. Bu çalıřma ise farklı deęiřkenler (UB sınıf düzeyleri, cinsiyet ve çalıřma alanı gibi) ve UB öęrenen profili arasındaki iliřkiye odaklanmaktadır. Ayrıca, elde edilen nitel veriler sayesinde hem nicel veriler için veri çeiřtlemesi saęlanmış, hem de UBDP öęrenci ve öęretmenlerinin programın farklı yönlerine iliřkin görüřleri ortaya çıkarılmıřtır.

İstatistiklerden (örn., IIE, 1964; OECD, 2015) de göröldüęü gibi Türkiye hareketlilięe açık ölkelerden biridir. Uluslararası Eğitim Enstitüsü (Institute of International Education-IIE, 1964) raporlarına göre 1960'lı yıllarda bile yükseköęrenim için 1,056 öęrenci Türkiye'den Amerika'ya gitmiř, 41 öęrenci ise Amerika'dan Türkiye'ye gelmiřtir. İktisadi İřbirlięi ve Geliřme Teřkilatı'nın 2015 raporuna göre yükseköęrenim için Türkiye'de bulunan yabancı öęrenci sayısı 72 bindir (OECD, 2015). Bu da Türkiye'de "UB Dünya Okulu" olmaya bařlayan okul sayısındaki hızlı artıřı açıklamaktadır. Piper ve ark. (2006)'nın da vurgulamıř olduęu gibi bir baęlamda bařarılı olan bir program başka bir baęlamda uygun olmayabileceęi için bu bařarıyı ölçecek çerçeveler belirlenmelidir. Bu nedenle, programın durumunun farklı baęlamlarda analiz edilmesi önem tařımaktadır ve bu çalıřma aynı zamanda programın Türkiye baęlamındaki durumunu analiz etme imkânı sunmaktadır.

Sonuç olarak, bu kadar yaygın bir programın geneline bakılması, öngörölen öęrenen profilini gerçekeřtirmedeki bařarisının incelemesi ve güçlü ve zayıf yönlerinin ortaya çıkarılması öęrenciler, öęretmenler, aileler, okullar ve programı uyarlamayı planlayanlar açısından önemlidir. Çalıřma aynı zamanda katılımcıların farklı kültürel bakıř açılarını dikkate alarak literatürdeki UB öęrenen profiline iliřkin eksiklikleri de gidermeye çalıřmıřtır. Ayrıca, programın Türkiye baęlamında çalıřan, çalıřmayan veya eksik olan parçaları da ortaya çıkarılmaya çalıřılmıřtır. Son olarak, UB öęrenen profilindeki bütün özellikleri içeren ve paydařların programın sonuçlarını ölçmelerine yarayacak "UBDP Öęrenci Profili Belirleme Ölçeęi" geliřtirilmiřtir.

Yöntem

Araştırma Deseni

Uluslararası Bakalorya (UB) öğrenen profilinin edinilme durumunun belirlenmesi ve UBDP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerinin incelenmesi amacıyla gerçekleştirilen bu araştırma, karma yöntem araştırması olarak desenlenmiştir. Tashakkori ve Teddlie (1998) karma yöntem araştırmalarını araştırma sürecinin herhangi bir aımasında nicel ve nitel yaklaşımların birleştirildiği araştırmalar olarak tanımlamaktadır. Bu araştırmada da hem UB öğrenen profilinin edinilme durumunun belirlenmesi, hem de UBDP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerinin incelenmesi amaçlandığı için araştırmacı tarafından geliştirilen veri toplama araçlarıyla hem nicel hem de nitel veriler toplanmış ve araştırma soruları bağlamında sonuçlar birleştirilerek sunulmuştur.

Evren ve Örneklem

Araştırmanın evrenini 2016-2017 akademik yılında Türkiye'deki UB Dünya Okullarında UB diploma programına devam eden yaklaşık 1,500 öğrenci oluşturmaktadır. Haziran 2016'da Türkiye'de 43 UBDP uygulayan okul olmasına rağmen 10 tanesi 2015 yılından sonra UB Okulu olduğu ve ikinci sınıf öğrencileri olmadığı için evrenden çıkartılmışlardır. Büyükelçilik ve başka ülkelerin uluslararası okulları da yapısal olarak farklı oldukları için evrene dâhil edilmemiştir. Ayrıca Türkiye'de UBDP uygulayan çok az devlet okulu olduğu ve özel okullarla devlet okulları arasında olanaklar açısından büyük farklar olduğu için bu okullar da çalışma kapsamına alınmamışlardır. Sonuçta, 8 ilden 27 okul çalışmanın ulaşılabilir evrenini oluşturmuştur.

Bu evrenden örneklem küme örnekleme ile seçilmiştir. Önce okullar, sonra da bu okullardan kişiler seçilmiştir. Araştırmada Türkiye'deki genel durumu yansıtmak önemli olduğu için okullar buldukları şehirlere göre seçilmişlerdir. Bu nedenle, bir şehirde bir okul varsa o okul doğrudan seçilmiştir. Eğer birden fazla okul

varsa veri toplanmasına izin veren okullar seçilmiştir. Araştırmanın nitel kısmı içinse görüşme katılımcıları ve gözlem sınıfları Ankara'daki iki okuldan (biri deneyimli-biri deneyimsiz) maksimum çeşitlilik örnekleme ile seçilmiştir.

Nitel veriler beş ilde sekiz okuldan toplam 250 kişiden elde edilmiştir ancak 11 öğrencinin ölçeğin tamamını doldurmaması veya hep aynı şıkkı işaretlemiş olması nedeniyle bu veriler kayıp veri sayıldığından toplam sayı 239'a düşmüştür. Katılımcıların 162'si UBDP birinci sınıf, 71'i ikinci sınıf öğrencisidir. Diğerleri sınıflarını belirtmemişlerdir. Kızlar (n=130, %56.3) ve erkeklerin (n=101, %43.7) sayıları yakındır ve katılımcıların yaşları 15 ile 19 arasında değişmektedir. Öğrencilerin çoğunluğu Matematik-Fen (MF) (n=146, %70.9) ve Türkçe-Matematik (TM) (n=55, %27.6) alanlarından sadece %2.4'ü dil ve sosyal bilimler alanındadır. Katılımcıların çoğu için UBDP (n=179, %75.5) ilk UB programlarıyken, bazıları ilkokul (n=45, %19.0), ortaokul (n=2, %0.8) veya her ikisini de (n=11, %4.6) katılmışlardır. Benzer şekilde, katılımcıların %56.1'i UB hazırlık sınıfına katılmamıştır.

Nitel veriler ise maksimum çeşitlilik örnekleme ile seçilmiş 11 öğretmen ve 13 öğrenciden elde edilmiştir. Öğretmenlerin seçiminde alanları (UBDP'de tanımlanan 6 alan ve 3 zorunlu ders) göz önünde bulundurulurken, öğrencilerin seçiminde alanları, sınıf düzeyleri, cinsiyetleri ve ölçekten aldıkları puanları (en düşük, orta, en yüksek) göz önünde bulundurularak çeşitleme yapılmıştır. Görüşme yapılan öğretmenlerin yaşı 33 ve 48 değişirken sadece bir öğretmen erkekti. Tüm öğretmenlerin mesleki deneyimleri 10 yıldan fazlayken UBDP deneyimleri de en az 4 yıldır ve bütün öğretmenlerin UB sertifikaları vardı. Öğretmenlerin alanları Türk Dili ve Edebiyatı (n=3, biri aynı zamanda Yaratıcılık, Bedensel Etkinlik ve Hizmet Koordinatörü), Kimya (n=2), Matematik (n=2, biri aynı zamanda UB Koordinatörü), İngilizce (n=1), Fizik (n=1), Coğrafya (n=1) ve Tarih (n=1, aynı zamanda Bilgi Kuramı dersi veriyor ve UB Koordinatörü). Görüşme yapılan öğrencilerin yedisi 11. sınıf (UBDP'de birinci yıl), altısı 12. sınıf (UBDP'de ikinci yıl) öğrencisiydi. Öğrencilerin yaşları 16 ile 18 arasında değişirken, yedisi kız, altısı erkekti ve sadece dört tanesi daha önce de bir UB programına katılmıştı. Görüşmelerin yanısıra, aynı iki

okulda 40 saat de sınıf gözlemi yapılmıştır. Gözlem yapılacak sınıflar da maksimum çeşitlilik örnekleme ile seçilmeye çalışılmıştır ancak 12. sınıflar çoğunlukla üniversite sınavına çalıştıkları için gözlemlerin çoğu 11. sınıflarda farklı derslerde (4 saat matematik, 3 saat bilgi kuramı, 2 saat fizik, 2 saat istatistik, 8 saat kimya, 4 saat İngilizce, Biyoloji ve Çevre Bilimi, 7 saat Türkçe, 4 saat ekonomi ve 4 saat biyoloji) gerçekleştirilmiştir.

Veri Toplama Araçları

Araştırmanın nicel verilerini elde edebilmek için araştırmacı tarafından iki bölümden oluşan ve ikinci bölümünde beşli Likert tipi sorular olan “UBDP Öğrenci Profili Belirleme Ölçeği” geliştirilmiştir. Ölçeğin geliştirilmesi sürecinde alan taramasına ek olarak iki okuldan 15 öğretmenle görüşülmüş ve görüşmeler kodlanarak kodlar tablosu, bu kodlardan da madde havuzu oluşturulmuştur. Uzman görüşleri alınıp gerekli düzeltmeler yapıldıktan sonra iki okuldan 347 11. ve 12. sınıf öğrencisiyle pilot uygulama yapılmıştır. Pilot uygulama sonrasında açımlayıcı faktör analizi uygulanarak ölçekteki madde sayısı 103’ten 52’ye düşürülmüş ve ölçeğe son hali verilmiştir. Ölçek maddelerinin bilişsel beceriler (25 madde), ilkel (8 madde), açık fikirli (6 madde), duyarlı (8 madde) ve iletişim kuran (5 madde) olmak üzere beş boyutta toplandığı görülmüştür. Ölçeğin tamamının Cronbach alpha değeri. 90’ken sırasıyla boyutların değerleri. 90, .73, .60, .74 ve .63’tür.

Araştırmanın nitel verileri ise yine araştırmacı tarafından geliştirilen öğretmen ve öğrenci görüşme ve sınıf içi gözlem formları ile elde edilmiştir. Formlar için uzman görüşleri alınmış ve gerekli düzeltmeler yapılmıştır. Sonrasında pilot uygulamalar da yapılmış ve sağlanan geri bildirimler doğrultusunda formlara son halleri verilmiştir. Yarı yapılandırılmış öğretmen görüşme formunun ilk kısmında sekiz kişisel soru yer alırken ikinci kısmında programa ilişkin altı soru yer almaktadır. Benzer şekilde, öğrenci görüşme formu da iki bölümden oluşmakta ve birinci bölümünde beş kişisel bilgi, ikinci bölümünde yedi programa ilişkin bilgi sorusu yer almaktadır. Gözlem formunda ise gözlenilmesi hedeflenen on özellik, bu özellikleri destekleyen veya desteklemeyen ortam özellikleri ve gözlenen özellikler başlıkları yer almaktadır.

Veri Toplama Süreci

Veri toplama araçlarının geliştirilmesinin ardından, hem ölçek uygulaması hem de görüşmeler için gönüllü katılım formları hazırlanmıştır. Ayrıca, öğrencilerin bazıları 18 yaşından küçük olduğu için veli onay formları da hazırlanmıştır. Sonrasında ODTÜ Uygulamalı Etik Araştırma Merkezi'nden ölçeğin, görüşme ve gözlem formlarının uygunluğuna ilişkin onay alınmıştır. Uygulama Milli Eğitim Bakanlığı'na bağlı okullarda yapılacağı için Ankara'daki okullar için Ankara Valiliği Milli Eğitim Müdürlüğü'nden, diğer illerdeki okullar içinse Özel Eğitim Kurumları Genel Müdürlüğü'nden izin alınmıştır. Okulların kendilerinden de izin alındıktan sonra öğretmenlerle görüşülerek uygulama için gün ve saat ayarlanmıştır. Araştırmacı Ankara'daki okullara kendisi giderek uygulamaları yapmıştır. Ölçek uygulaması 14 - 24 Ocak 2017 tarihleri arasında gerçekleştirilmiştir ve öğrenciler yaklaşık 20 dakikada ölçeği tamamlamışlardır. Diğer illerdeki uygulamalar içinse uygulayacak öğretmenleri bilgilendirmek amacıyla bir form hazırlanmıştır. Daha önceki uygulamalar araştırmacı tarafından yapılmış olduğu için orada yaşanan sorunlara çözüm önerileri ve dikkat edilmesi gereken noktalar bu şekilde uygulama yapacak kişilere de iletilmiştir. Ölçekler 2 Mayıs – 16 Haziran 2017 tarihleri arasında kargo ile okullara gönderilmiş, kargo ile de geri alınmıştır.

Öğrenci görüşmeleri için seçilen ve kabul eden öğrencilere gönüllü katılım ve aile izin formları verilmiş ve görüşme yapmak için uygun oldukları zamanlar belirlenmiştir. Yaklaşık 7 ile 15 dakika arasında süren görüşmeler çoğunlukla boş sınıflarda ya da öğretmen odalarında gerçekleştirilmiştir. Öğretmen görüşmeleri için ise araştırmacı önceden mail yoluyla ya da yüzyüze randevu almıştır. Bir okulda bu iş için bir öğretmen görevlendirilmiş ve zamanları o ayarlamıştır. Öğretmen görüşmeleri de yaklaşık 14 ile 33 dakika arasında sürmüştür ve çoğunlukla boş sınıflarda ya da öğretmen odalarında gerçekleştirilmiştir. Görüşmeler 12 Aralık 2016 – 23 Ocak 2017 tarihleri arasında gerçekleştirilmiş ve katılımcıların da izniyle kayıt edilmiştir. Son olarak, gözlemler de 29 Kasım 2016 – 24 Ocak 2017 tarihleri arasında aynı iki okulda gerçekleştirilmiştir. Öncelikle ders programları incelenmiş ve sonra da uygun dersler

için izinler alınmıştır. Gözlemler sırasında araştırmacı en arka sıralara oturmuş ve mümkün olduğunca ortamı bozmadan not tutmaya çalışmıştır.

Verilerin Analizi

Veri toplama sürecinin ardından veriler yeniden kontrol edilmiş ve sorunlu olanları ayrıştırılmıştır. Nicel veriler Sosyal Bilimler için İstatistik Paketi'ne (SPSS) girilmiştir. Nitel veriler ise bilgisayara kayıt edilip, deşifreleri yapılmıştır. Nicel veriler SPSS 22.0 Paket Programı kullanılarak betimsel ve çıkarımsal istatistiklerle analiz edilmiştir. Öğrencilerin UBDP öğrenen profilindeki özellikleri ne düzeyde edindiklerini ortaya çıkarmak için yüzde, ortalama ve standart sapma kullanılırken farklı değişkenlerin edinime etkisini ortaya çıkarmak için altı farklı MANOVA yapılmıştır. Nitel veriler ise yazıya döküldükten ve temize çekildikten sonra birkaç kez dikkatlice okunmuştur ve içerik analizi ile analiz edilmiştir. Bir öğretmen görüşmesi, bir öğrenci görüşmesi ve bir gözlem notu araştırmacı tarafından kodlandıktan sonra başka araştırmacılar tarafından da kodlanmıştır. Araştırmacılar arasında kodlar tartışılmış ve anlaşmaya varılmıştır. Araştırmacı ve diğer araştırmacılar arasındaki kodlama uyumu yaklaşık %80 oranında bulunmuştur.

Bulgular

Uluslararası Bakalorya (UB) öğrenen profilinin edinilme durumunun belirlenmesi ve UBDP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerinin incelenmesi amacıyla gerçekleştirilen bu çalışmada aşağıdaki sonuçlara ulaşılmıştır.

UB Öğrenen Profili Edinilme Durumu

Geliştirilen “UBDP Öğrenci Profili Belirleme Ölçeği” kullanılarak elde edilen verilerin analizi sonucunda öğrencilerin sırasıyla duyarlı ($M=4.20$, $SD=.58$), iletişim kuran ($M=4.16$, $SD=.61$), bilişsel beceriler ($M=3.93$, $SD=.48$), ilkeli ($M=3.74$, $SD=.61$) ve açık fikirli ($M=3.67$, $SD=.60$) boyutlarını edindikleri görülmüştür. Maddelerin ortalamaları ise öğrencilerin çoğunlukla maddelere katıldıklarını ya da tamamen

katıldıklarını göstermektedir. Benzer şekilde, gözlemlerden elde edilen bulgular da çoğunlukla ölçekten elde edilen bulgular ile paraleldir. Diğer bir deyişle, sınıflarda yapılan gözlemler sırasında öğrencilerin bilişsel beceriler boyutu altında yer alan araştırma yapmayı sevmek, eleştirel sorular sormak gibi özellikleri, ilkel boyutu altında yer alan etik konulara dikkat etmek, bir şeyleri yarım bırakmamak gibi özellikleri, açık fikirlilik boyutu altında yer alan farklı kültürlere ve yeni fikirlere açık olmak gibi özellikleri, duyarlı boyutu altında başkalarının duyarlılıklarına ve ihtiyaçlarına duyarlı olmak gibi özellikleri ve iletişim kuran boyutu altında da birlikte çalışmak, kendine güvenerek iletişim kurmak gibi özellikleri gösterdikleri gözlemlenmiştir.

Farklı değişkenlerin UB öğrenen profilinin edinilme durumuna etkisi olup olmadığının ortaya çıkarılabilmesi için gerekli varsayımlar kontrol edildikten sonra her bir değişken için (UBDP sınıf düzeyleri, cinsiyet, UBDP hazırlık sınıfına katılım, önceki UB programlarına katılım, çalışma alanları, yurtdışında eğitim görme eğilimi) çok değişkenli analizlerinden tek yönlü MANOVA yapılmıştır.

UBDP Sınıf Düzeyleri. MANOVA sonuçlarına göre UB öğrenen profilinin ediniminde birinci ve ikinci sınıf UBDP öğrencileri arasında anlamlı bir fark vardır [Pillai's Trace (V)= .074, F (5,227)=3.61, $p < .05$, multivariate $\eta^2=.074$]. Çok değişkenli analizlerden sonra tek değişkenli analizler de yapılmıştır ve analiz sonuçları sınıf düzey farklılıklarının açık fikirlilik [$F_3(1,231)=7.60, p<.008$, partial $\eta^2=.032$] ve duyarlılık [$F_4(1,231)=13.14, p <.01$, partial $\eta^2=.054$] boyutlarında anlamlı olduğunu göstermiştir (Tablo 1). Analiz sonuçları, ikinci sınıf UBDP öğrencilerinin UB öğrenen profilini birinci sınıf öğrencilere göre anlamlı olarak daha fazla edindiklerini göstermektedir. Bu edinim, açık fikirlilik ve duyarlılık boyutlarında anlamlıdır.

Tablo 1.

UBDP Sınıf Düzeylerine Göre MANOVA Analiz Sonuçları

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(5,227)	F(1,231)	F(1,231)	F(1,231)	F(1,231)	F(1,231)
UBDP Sınıf Düzeyi	3.61*	1.49	.01	7.60**	13.14***	.70

* $p < .05$, ** $p < .008$, *** $p < .01$

Not. F1: Bilişsel Beceriler; F2: İlkeli; F3: Açık Fikirli; F4: Duyarlı, F5: İletişim Kuran

Cinsiyet. MANOVA sonuçlarına göre UB öğrenen profilinin ediniminde kızlar ve erkekler arasında anlamlı bir fark vardır [$V = .118$, $F(5,225) = 6.05$, $p < .05$, multivariate $\eta^2 = .118$]. Cinsiyet değişkeni için yapılan tek değişkenli analizlerde kızların açık fikirlilik [$F_3(1,229) = 9.46$, $p < .01$, partial $\eta^2 = .040$] ve duyarlılık [$F_4(1,229) = 11.85$, $p < .01$, partial $\eta^2 = .049$] boyutlarını erkeklere göre anlamlı olarak daha fazla edindikleri bulunmuştur (Tablo 2).

Tablo 2.

Cinsiyete Göre MANOVA Analiz Sonuçları

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(5,225)	F(1,229)	F(1,229)	F(1,229)	F(1,229)	F(1,229)
Cinsiyet	6.05*	1.09	1.07	9.46**	11.85**	.21

* $p < .05$, ** $p < .01$

Not. F1: Bilişsel Beceriler; F2: İlkeli; F3: Açık Fikirli; F4: Duyarlı, F5: İletişim Kuran

UBDP Hazırlık Sınıfına Katılım. MANOVA sonuçlarına göre UB öğrenen profilinin ediniminde UBDP hazırlık sınıfına katılım durumuna göre anlamlı bir fark vardır [$V = .062$, $F(5,222) = 2.93$, $p < .05$, multivariate $\eta^2 = .062$]. Yapılan tek değişkenli analizlerde UBDP hazırlık sınıfına katılımın sadece açık fikirlilik boyutunda anlamlı bir fark yarattığı görülmüştür [$F_3(1,226) = 10.20$, $p < .008$, partial $\eta^2 = .043$]. Duyarlı boyutu için fark anlamlı değilken, diğer boyutlar için hazırlık sınıfına katılmayan öğrencilerin katılanlardan daha yüksek ortalamaya sahip oldukları görülmüştür (Tablo 3).

Tablo 3.

UBDP Hazırlık Sınıfına Katılım Durumuna Göre MANOVA Analiz Sonuçları

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(5,222)	F(1,226)	F(1,226)	F(1,226)	F(1,226)	F(1,226)
Pre-UB Katılım	2.93*	.79	.00	10.20**	1.94	.65

* $p < .05$, ** $p < .008$

Not. F1: Bilişsel Beceriler; F2: İlkeli; F3: Açık Fikirli; F4: Duyarlı, F5: İletişim Kuran

Önceki UB Programlarına Katılım. MANOVA sonuçlarına göre UB öğrenen profilinin ediniminde önceki UB programlarına katılım durumuna göre anlamlı bir fark çıkmamıştır. Betimsel analizlerde önceki UB programlarına katılan öğrencilerin ortalamalarının katılmayanlardan ilkeli ve iletişim kuran boyutlarında biraz yüksek olduğu, bilişsel beceriler boyutunda ise iki grubun ortalamalarının aynı olduğu görülmüştür.

Çalışma Alanları. MANOVA sonuçlarına göre UB öğrenen profilinin ediniminde Ulusal Programdaki çalışma alanlarına (sayısal ve sözel) göre anlamlı bir fark çıkmamıştır. Bilişsel beceriler ve ilkeli boyutlarında, sayısal bölüm öğrencilerinin ortalamalarının sözel bölüm öğrencilerine göre biraz daha yüksek olduğu görülürken; açık fikirli, duyarlı ve iletişim kuran boyutlarındaysa sözel bölüm öğrencilerinin ortalamalarının sayısal bölüm öğrencilerinden biraz daha yüksek olduğu görülmüştür.

Yurtdışında Eğitim Görme Eğilimi. MANOVA sonuçlarına göre UB öğrenen profilinin ediniminde yurtdışında eğitim görme eğilimine göre anlamlı bir fark vardır [$V = .097$, $F(10,460) = 2.34$, $p < .05$, multivariate $\eta^2 = .048$]. Yapılan tek değişkenli analizlerde bilişsel beceriler [$F_1(2,233) = 4.80$, $p < .01$, partial $\eta^2 = .040$] ve duyarlı [$F_4(2,233) = 5.99$, $p < .01$, partial $\eta^2 = .049$] boyutlarında anlamlı fark olduğu görülmüştür (Tablo 4). Sonrasında yapılan Scheffé post hoc testinin sonucunda yurtdışında eğitim görme eğilimi olan öğrencilerin Türkiye’de eğitim görme eğiliminde olanlara göre duyarlı boyutunda anlamlı olarak farklılaştığı görülmüştür ($p < .01$).

Tablo 4.

Yurtdışında Eğitim Görme Eğilimine Göre MANOVA Analiz Sonuçları

	MANOVA	ANOVA				
		F ₁	F ₂	F ₃	F ₄	F ₅
	F(10,460)	F(2,233)	F(2,233)	F(2,233)	F(2,233)	F(2,233)
Yurtdışı Eğilimi	2.34*	4.80**	2.28	4.42	5.99**	3.55

* $p < .05$, ** $p < .01$

Not. F1: Bilişsel Beceriler; F2: İlkeli; F3: Açık Fikirli; F4: Duyarlı; F5: İletişim Kuran

Öğrenci ve Öğretmenlerin UBDP'nin Farklı Yönlerine İlişkin Görüşleri

Çalışmanın ikinci araştırma sorusu UBDP öğrenci ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerini ortaya çıkarmayı amaçlamıştır. Bulgular, öğretmenlerin programın genel özelliklerini tanımlarken “alışılmışın dışında” ve “dünya çapında” olmasını vurguladıklarını göstermiştir. Ayrıca hem öğretmenler hem de öğrenciler, programın dünya vatandaşı ve ideal insanı yetiştirebilmek için öğrenen profiline ve 21. yüzyıl becerilerine odaklandığını altını çizmişlerdir. Benzer şekilde, katılımcılar programa ilişkin fikirlerini belirtirken programı Ulusal Programla karşılaştırmış ve UBDP'nin sosyalleşme, paylaşma ve sorgulama gibi farklı becerileri de kazandırdığını belirtmişlerdir. UBDP'nin daha çok anlamaya, beceriye, uygulamaya ve üniversite ve meslek hayatında gerekli becerilere odaklı olduğunu, Ulusal Programın ise daha çok bilgiye, ezberlemeye, davranışa ve çoktan seçmeli sorulara odaklı olduğunu belirtmişlerdir. Son olarak, öğretmenler UBDP'nin öğretmenlerin kendilerini geliştirmelerine de yardımcı olduğunu vurgularken, öğrenciler Ulusal Program ve Cambridge Programıyla (International General Certificate of Education-IGCSE) karşılaştırdıklarında UBDP'nin daha zor olduğunu vurgulamışlardır.

Programın yararları açısından bakıldığında, hem öğretmenler hem de öğrenciler programın beceri temelli yapısını ve bu yapının beceri gelişimine olan katkısını belirtmişlerdir. Her iki grup da programın öğrencilerin özgüven, farklı bakış açıları ve farkındalık kazanmasına olan yararını vurgulamışlardır. Ayrıca, öğretmenler programın üniversitede bazı derslerden muaf olma şansı sunmasını yarar olarak

belirtirken, öğrenciler ise uluslararası düzeyde tanınır diploma sağlamasını belirtmişlerdir.

Öğrencilerin UBDP'yi en çok üniversite yaşamlarında işe yarayacak beceriler geliştirdiğini düşündükleri için (n=148) tercih ettikleri görülmüştür. Bunu daha iyi bir eğitim sunulduğunu düşünmek (n=144) ve üniversite veya yüksek lisansa yurtdışında devam etmeyi düşünmek (n=141) takip etmektedir. İngilizce eğitim almanın yararlı olacağını düşünmek (n=133), diplomanın iş alanlarında yarar sağlayacağını düşünmek (n=107), üniversite sınavına girmeden UBDP diploması ile öğrenci alan üniversitelere devam etmeyi düşünmek (n=56), yatay geçiş olanaklarından yararlanmayı düşünmek (n=45) de vurgulanan diğer tercih nedenleridir. Öte yandan, aile istediği için (n=24) ve üniversite sınavına daha iyi hazırlanabileceğini düşündüğü için (n=21) programı tercih eden öğrenci sayılarının en az olduğu görülmüştür. Ayrıca, öğrencilerin %59.3'ü eğitimlerine yurtdışında devam etmek isterken, %16.5'i Türkiye'de devam etmeyi istemiştir. Kalan %24.2'nin ise kararsız ya da emin olmadığı görülmüştür. Öğrencilere öğrenim görmek istedikleri üniversite sorulduğunda, 316 kez yurtdışındaki 117 farklı okul ismini belirtmişlerdir (Tablo 5). En çok tercih edilen üniversiteler Toronto Üniversitesi (n=16), Massachusetts Teknoloji Üniversitesi (n=15) ve New York Üniversitesi (n=15) olmuştur. Tek bir katılımcı tarafından belirtilen üniversiteler diğer üniversiteler (n=70) kategorisi altında toplanmıştır.

Tablo 5.

Öğrencilerin Yurtdışındaki Üniversite Tercihleri

Üniversite	f*	Üniversite	f*
Toronto Üniversitesi	16	Münih Teknik Üniversitesi	4
Massachusetts Teknoloji Enstitüsü (MIT)	15	Berklee Müzik Koleji	3
New York Üniversitesi (NYU)	15	Imperial College London	3
Kaliforniya Üniversitesi, Berkeley	12	Mcgill Üniversitesi	3
Stanford Üniversitesi	11	Kaliforniya Üniversitesi	3
Kaliforniya Üniversitesi, Los Angeles (UCLA)	11	Pensilvanya Üniversitesi (UPENN)	3
British Columbia Üniversitesi (UBC)	9	Güney Kaliforniya Üniversitesi (USC)	3
Bocconi Üniversitesi	8	Amsterdam Üniversitesi	2
Cornell Üniversitesi	8	Delft Üniversitesi	2
Harvard Üniversitesi	8	Erasmus Üniversitesi	2
Northwestern Üniversitesi	8	Manchester Üniversitesi	2
Chicago Üniversitesi	8	Melbourne Üniversitesi	2
Oxford Üniversitesi	7	Queen's Üniversitesi	2
Amsterdam Üniversitesi	7	Rhode Island Tasarım Okulu (RISD)	2
Kaliforniya Teknoloji Enstitüsü (Caltech)	6	Rotterdam Üniversitesi	2
Georgia Teknik Üniversitesi	6	Ryerson Üniversitesi	2
Londra King's Koleji	6	Tilburg Üniversitesi	2
Boston Üniversitesi	5	Tufts Üniversitesi	2
Londra Ekonomi Okulu (LSE)	5	Twente Üniversitesi	2
Yale Üniversitesi	5	Barcelona Üniversitesi	2
Londra Şehir Üniversitesi	4	Helsinki Üniversitesi	2
Columbia Üniversitesi	4	Londra Üniversitesi	2
IE Üniversitesi	4	New South Wales Üniversitesi (UNSW)	2
Milano Politeknik	4	Diğer Üniversiteler	70
Toplam			316

*Öğrenciler birden fazla üniversite yazabilmişlerdir.

Öğrencilerin yurtiçindeki okul tercihlerine bakıldığında, Türkiye'deki 22 farklı üniversiteyi 167 kez belirttikleri görülmüştür (Tablo 6). En çok belirtilen üniversiteler sırasıyla Bilkent Üniversitesi (n=46), Koç Üniversitesi (n=27), Boğaziçi Üniversitesi (n=22) ve Orta Doğu Teknik Üniversitesi (n=17) olmuştur.

Tablo 6.

Öğrencilerin Türkiye'deki Üniversite Tercihleri

Üniversite	f*	Üniversite	f*
Bilkent Üniversitesi	46	Dokuz Eylül Üniversitesi	2
Koç Üniversitesi	27	Cerrahpaşa Üniversitesi	2
Boğaziçi Üniversitesi	22	Recep Tayyip Erdoğan Üniversitesi	2
Orta Doğu Teknik Üniversitesi (ODTÜ)	17	Özyeğin Üniversitesi	2
Ege Üniversitesi	9	Bilgi Üniversitesi	1
İstanbul Teknik Üniversitesi (İTÜ)	9	Galatasaray Üniversitesi	1
Hacettepe Üniversitesi	6	Atılım Üniversitesi	1
Sabancı Üniversitesi	5	Ondokuz Mayıs Üniversitesi	1
Mimar Sinan Üniversitesi	4	Çapa Üniversitesi	1
Yeditepe Üniversitesi	4	Bahçeşehir Üniversitesi	1
Acıbadem Üniversitesi	3	Marmara Üniversitesi	1
Total			167

*Öğrenciler birden fazla üniversite yazabilmişlerdir.

Son olarak öğrencilerin daha çok ekonomi (n=40), şirket yönetimi (n=34) ve hukuk (n=31) alanlarını seçtikleri görülmüştür (Tablo 7). Ayrıca, bazı öğrenciler mühendislik (n=11) gibi genel alan belirtirken, diğerleri elektrik elektronik mühendisliği (n=23), endüstri mühendisliği (n=22), makine mühendisliği (n=18) ve bilgisayar mühendisliği (n=16) gibi daha özel alanlar belirtmişlerdir.

Tablo 7.

Öğrencilerin Fakülte ve Bölüm Tercihleri

Fakülte/Bölüm	f*	Fakülte/Bölüm	f*
Ekonomi	40	Matematik	5
Şirket Yönetimi	34	Nörobilim	5
Hukuk	31	Yazılım Mühendisliği	5
Tıp	29	Kimya Mühendisliği	4
Psikoloji	26	Diş Hekimliği	4
Elektrik Elektronik Mühendisliği	23	İngiliz Dili ve Edebiyatı	4
Mimarlık	22	Kararsız	4
Tablo 7. (Devam)			
Endüstri Mühendisliği	22	Reklam Tasarımı	3
Makine Mühendisliği	18	Sanat, Animasyon	3

Medya, Bilgi, İletişim, Prodüksiyon, Gazetecilik, Radyo, Sinema ve Televizyon	17	Biyokimya	3
Bilgisayar Mühendisliği	16	İnşaat Mühendisliği	3
Uluslararası İlişkiler	12	Tasarım/İç Tasarım	3
Mühendislik	11	Arkeoloji	2
Politik Bilimler	9	Drama	2
Finans	8	Grafik Tasarım	2
Moleküler Biyoloji ve Genetik, Genetik Mühendisliği	8	İç Girişimcilik	2
Konservatuvar (Dans, Bale, Tiyatro, Müzik)	8	Yönetim Mühendisliği	2
Bilgisayar Bilimleri	6	Malzeme Bilimi	2
Endüstriyel Tasarım	6	Mekatronik Mühendisliği	2
Fizik	6	Felsefe	2
Biyoloji	5	Ses ve Akustik Mühendisliği	2
Pazarlama	5	Diğer	29
Toplam			455

* Öğrenciler birden fazla fakülte/bölüm yazabilmişlerdir.

Öğretmen ve öğrencilerin UB öğrenen profili hakkındaki görüşleri incelendiğinde, iki grubun da profili üniversite hayatı, meslek yaşamı ve gerçek hayat için gerekli becerilerin yer aldığı bir çerçeve olarak tanımladığı görülmüştür. Katılımcılar profili sevdiklerini ve zaman içerisinde bu özellikleri edindiklerini de belirtmişlerdir. Profilin uygunluğu açısından, her ne kadar bazı öğrenciler edinilmesi zor olması açısından bazı özellikleri uygun bulmasalar da hem öğretmenlerin hem de öğrencilerin çoğunluğu profil özelliklerinin çok uygun olduğunu belirtmişlerdir. Ayrıca, iki grup da öğrenen profilinin kapsamlı yapısı nedeniyle özelliklerin yeterli olduğunu söylemişlerdir. Öğrenen profilindeki özelliklerin en temel ve en gerekli beceriler olduklarını ve diğer becerilerin onların altında yer alabileceğini vurgulamışlardır. Bu nedenle, eğer birisi bu becerileri kazanırsa, diğer becerileri de kendi kendine kazanabileceğini de eklemişlerdir. Özelliklerin edinimi açısından, Tablo 8’de görüldüğü gibi, öğretmenler öğrencilerin bilişsel beceriler boyutu altındaki bilgili, araştıran-sorgulayan, yansıtan, risk alan ve düşünen; ilkeli boyutu altındaki ilkeli ve dengeli; açık fikirli, duyarlı ve iletişim kuran özelliklerini kazandıklarını düşünmektedirler. Diğer taraftan, öğretmenler öğrencilerin bilişsel beceriler boyutu altındaki araştıran-sorgulayan, yansıtan, risk alan ve düşünen; ilkeli boyutu altındaki

zaman yönetimi ve dengeli; açık fikirli boyutu altındaki açık fikirli ve objektif olma özelliklerini kazanamadıklarını belirtmişlerdir.

Tablo 8.

Öğretmenlere Göre Kazanılan ve Kazanılamayan Özellikler

<i>Boyutlar</i>	<i>Kazanılanlar</i>	<i>Kazanılamayanlar</i>
Bilişsel Beceriler	Bilgili (n=1) Araştıran-Sorgulayan (n=6) Yansıtan (n=3) Risk Alan (n=1) Düşünen (n=2)	Araştıran-Sorgulayan (n=1) Yansıtan (n=1) Risk Alan (n=3) Düşünen (n=1)
İlkeli	İlkeli (n=2) Dengeli (n=1)	Zaman Yönetimi (n=2) Dengeli (n=2)
Açık Fikirli	Açık Fikirli (n=2)	Açık Fikirli (n=1) Objektif Olma (n=1)
Duyarlı	Duyarlı (n=3)	-
İletişim Kuran	İletişim Kuran (n=4)	-
Toplam	N=25	N=12

Öğretmenlerin görüşlerine benzer şekilde, öğrenciler de bilişsel beceriler boyutu altındaki bilgili, araştıran-sorgulayan, yansıtan ve risk alan; ilkeli boyutu altındaki dengeli; duyarlı boyutu altındaki duyarlı ve sert olmak; açık fikirli ve iletişim kuran özelliklerini kazandıklarını düşünmektedirler. Bazı öğrenciler ise bilişsel beceriler boyutu altındaki bilgili, araştıran-sorgulayan, yansıtan ve risk alan; ilkeli boyutu altındaki zaman yönetimi ve dengeli; açık fikirli ve duyarlı özelliklerini edinmekte güçlük çektiklerini belirtmişlerdir (Tablo 9).

Tablo 9

Öğrencilere Göre Kazanılan ve Kazanılamayan Özellikler

<i>Boyutlar</i>	<i>Kazanılanlar</i>	<i>Kazanılamayanlar</i>
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Bilişsel Beceriler	Bilgili (n=2)	Bilgili (n=1)
	Araştıran-Sorgulayan (n=5)	Araştıran-Sorgulayan (n=1)
	Yansıtan (n=2)	Yansıtan (n=4)
	Risk Alan (n=4)	Risk Alan (n=5)
İlkeli	Dengeli (n=1)	Dengeli (n=4)
		Zaman Yönetimi (n=1)
		İlkeli (n=1)
Açık Fikirli	Açık Fikirli (n=3)	Açık Fikirli (n=1)
Duyarlı	Duyarlı (n=4)	Duyarlı (n=1)
	Sert Olmak (n=1)	
İletişim Kuran	İletişim Kuran (n=4)	-
Toplam	N=26	N=19

Her iki grup da kazanılan özellikler arasında en çok araştıran-sorgulayan özelliğini, kazanılmayan özellikler arasında da en çok risk alan özelliğini dile getirmişlerdir. Ayrıca, hiçbir öğretmen veya öğrenci iletişim kuran özelliğinin kazanılmadığını düşünmezken, sadece bir öğrenci duyarlı boyutunun kazanılmadığını belirtmiştir. Özelliklerin edinilmesini olumlu ya da olumsuz etkileyen faktörler açısından bakıldığında, katılımcıların eğitim sistemleri arasındaki çakışmaları, öğrencilerin kişilik ve deneyimlerini, çevresel faktörleri, programın süresini ve özelliklerin yapısını vurguladıkları görülmektedir. Katılımcılar programın öğrenen profilindeki özellikleri kazandırmaya uygun olduğunu düşünseler bile Türkiye’de Ulusal Program ile birlikte uygulandığı için bazı problemlerin olduğunu belirtmişlerdir. Ayrıca, kişilik, hayat deneyimi ve aileler gibi bireysel farklılıklar da özelliklerin edinilme durumunu etkilemektedir. Aynı zamanda, bazı özelliklerin edinilmesi toplumun sosyal yapısı nedeniyle de zorlaşmaktadır. Diğer bir deyişle, bazı öğrenciler bazı özellikleri edinmek isteseler bile sosyal baskı nedeniyle edinmemekte ya da edindiklerini gösterememektedirler. Son olarak, katılımcılar bazı özelliklerin böyle kısa bir zamanda edinilmesinin çok zor olduğunu ve bu nedenle de programın süresinin tüm öğrencilerin bütün özellikleri edinmesi açısından yeterli olmadığını belirtmişlerdir.

Programın güçlü yönleri açısından, hem öğretmenler hem de öğrenciler programın felsefesini sevdiklerini ve programın mutluluk verici olduğunu belirtmişlerdir. Bunun nedeni, programın bütünleştirilmiş ve yoğun eğitim programının yardımıyla kişisel gelişim ve öğrencileri üniversite hayatı, akademik hayat ve meslek hayatına hazırlamak için olanaklar sağlamasıdır. Ayrıca, öğrenciler kendi öğrenmelerinden sorumlu oldukları için ezberlemek yerine düşünmeyi, araştırmayı, anlamayı ve yorumlamayı öğrenmektedirler. Böylelikle, hayatlarında işlerine yarayacak üst düzey beceriler geliştirmektedirler. Programın Türkiye’deki uygulamasına ilişkin, öğretmenler programın öğrenci ihtiyaçlarına göre şekillendirilmesi, giderek yaygınlaşması ve bir topluluğunun olması konularını olumlu görmektedirler. Her ne kadar birçok öğretmen ve öğrenci olumsuz olarak söylemiş olsa da, bir öğretmen ve bir öğrenci Türkiye’de iki programın birlikte uygulanmasını olumlu olarak dile getirmiştir. Bunun sebebi de bu şekilde öğrencilere daha çok bilgi sağlandığının düşünülmesidir. Programın okulardaki uygulamasına ilişkin, hem öğretmenler hem de öğrenciler uygulamanın iyi ve sistematik olduğunu belirtmişlerdir. Öğretmenler uygulama sırasında UB kültürünün oluşturulmuş olmasının önemini vurgularken, öğrenciler öğretmenlerin nitelikli olmasını ve yabancı öğretmenlerin olmasını olumlu olarak belirtmişlerdir. Ayrıca, her iki grup da okullarında UBDP sayesinde oluşan özgürlüğü sevmektedirler. Bu sayede öğrenciler ders seçimlerinde, öğretmenler ise haftalık ders programlarında özgür olmaktadırlar. Benzer şekilde, iki grup da okullarındaki iyi ilişkilerin önemini vurgulamışlardır. Öğretmenler iş arkadaşlarıyla olan iyi iletişime odaklanırken öğrenciler hem öğretmenleriyle hem de arkadaşlarıyla olan yakın ilişkiyi olumlu olarak belirtmişlerdir.

Diğer bir taraftan, her ne kadar bazı öğretmen ve öğrenciler programın olumsuz bir yönünün olmadığını belirtse de diğerleri programın süresinin gerekli becerileri kazanmak ve istenilen tüm dersleri almak için yeterli olmamasını olumsuz olarak nitelendirmişlerdir. Bu durum aynı zamanda programı da daha yoğun hale getirmekte ve öğrenciler gereklilikleri zamanında yerine getirme konusunda zorluk yaşamaktadırlar. Bütün dersleri almak mümkün olmadığından, UB öğrencilerin ders

seçimi sırasındaki rehberliği okullara bırakmakta ama bu da hem öğrenciler hem de öğretmenler için sorun yaratmaktadır. Programın Türkiye’deki uygulamasına ilişkin bulgular, en çok söz edilen olumsuzluğun iki programın birlikte uygulanması olduğunu göstermektedir. Hem öğretmenler hem de öğrenciler iki programın birlikte uygulanmasının yoğun iş yüküne ve ders seçimlerinde sınırlamaya neden olduğunu belirtmişlerdir. Bu durumda da öğrenciler her iki programı da hakkıyla tamamlamaya çalışmak yerine programlardan birini seçmekte ve onun gerekliliklerine daha çok odaklanmaktadır. Ayrıca, her iki programı birlikte uygulamak eğitim felsefeleri açısından çatışma yaratmakta ve hem öğretmenlerin hem de öğrencilerin neye odaklanacakları, nasıl öğretecek ya da öğrenecekleri konularında zorluk yaşamalarına neden olmaktadır. Programın okullardaki uygulamasının olumsuz yönlerine ilişkin, hem öğretmenler hem de öğrenciler okulların UB’nin önerdiği çeşitlilikte ders açamadıklarını ve bu nedenle de öğrencilerin ders seçimleri sırasında yeterince özgür olamadıklarını belirtmişlerdir. Okullar bu dersleri açsalar bile öğrenciler iki programın birlikte uygulanmasının getirdiği kısıtlamalar nedeniyle bu dersleri alamamaktalar. Ayrıca öğrenciler okulların deneyimlerindeki ve imkânlarındaki yetersizlikleri de UB’nin uygulanmasını olumsuz etkileyen etmenler olarak belirtmişlerdir.

UBDP’nin uygulanmasına öneri olarak, hem öğretmenler hem de öğrenciler UBDP’nin ya da diğer programların uygulanmasına daha erken başlanmasını belirtmişlerdir çünkü her iki grup da programın felsefesinin kazanılması ve özelliklerin edinilmesi için bu yaş grubunun çok geç ve programın süresinin de yetersiz olduğunu düşünmektedirler. Bu nedenle, öğretmenler bütün okullarda UB devamlılığınının (tüm UB programlarının sırayla uygulanması) sağlanmasını önerirken, öğrenciler daha çok UBDP’ye erken başlamayı ve programın süresini uzatmayı önermişlerdir. Her iki grup da programın ölçme ve değerlendirme sisteminin değiştirilmesini, özgür fikirlerin daha çok desteklenmesini önermişlerdir. Ayrıca, her iki grup da derslerde bazı değişikliklere ihtiyaç olduğunu belirtmişlerdir. Öğretmenler daha çok bazı derslerin zorunlu olmasını ve notlarla veya sertifikalarla değerlendirilmesini önerirken, öğrenciler daha çok zorunluluklar yerine daha esnek ders seçeneklerinin olmasını önermişlerdir. Programın okullardaki uygulamasına ilişkin, katılımcılar programın

okullarında ilkököl yıllarından başlayarak uygulanmasını, bu mümkün değilse de o yıllarda da UB programlarına benzer programların uygulanmasını ya da UB hazırlık derslerinin arttırılmasını önermişlerdir. Ayrıca, öğretmenler okullarına öğretmenlerin boş zamanlarını arttırarak ya da onlara farklı imkânlar sunarak koşullarını iyileştirmeyi önermişlerdir çünkü kendilerinin diğer öğretmenlere göre daha donanımlı olduklarını ya da olmaları gerektiğini düşünmektedirler. Öğretmenler farklı branşlarda yeni uygulamalar yapılmasını önerirken öğrenciler daha çok ve daha çeşitli derslerin açılmasını önermişlerdir. Son olarak, her ne kadar öğrenciler programın Türkiye’deki uygulamasına ilişkin öneride bulunmamış olsalar da, öğretmenler programın felsefesini sevdikleri için programın Türkiye’de daha da yaygınlaştırılmasını önermişlerdir. Ayrıca, eş zamanlı uygulanan iki programın (Ulusal Program ve UBDP) birbirlerinden ayrıştırılmasını ve sadece ikisine de devam etmek isteyen öğrencilerin ikisine de devam etmesini, diğer öğrencilerin birini seçmesinin mümkün olmasını önermişlerdir. Bu nedenle de, önce üniversiteye kabul koşullarının değiştirilmesini ve UBDP öğrencileri için diploma notlarıyla başvurabilecekleri ek kontenjan olanaklarının olmasını önermişlerdir.

Tartışma ve Öneriler

Uluslararası Bakalorya (UB) öğrenen profilinin edinilme durumunun belirlenmesi ve UBDP öğrencilerinin ve öğretmenlerinin programın farklı yönlerine ilişkin görüşlerinin incelenmesi amacıyla gerçekleştirilen bu araştırmada hem nitel hem de nicel veriler toplanmış, analiz edilmiş ve amalar doğrultusunda birleştirilmiştir.

Öğrencilerin “UBDP Öğrenci Profili Belirleme Ölçeği”ne verdiklere yanıtlar analiz edildiğinde, en çok duyarlı, en az da açık fikirli özelliklerini edindikleri görülmüştür. Benzer şekilde, bir öğrenci dışında hiçbir katılımcı duyarlı özelliğinin edinilmediğini belirtmemiştir. Araştırmada ayrıca ikinci sınıf UBDP öğrencilerinin birinci sınıflara göre daha duyarlı olduğu ve bu farkın da anlamlı olduğu ortaya çıkmıştır. Her ne kadar öğrenciler aynı olmadığı ve uzamsal bir çalışma olmadığı için bu farkı doğrudan programa bağlamak doğru olmasa da programın da duyarlı

özelliğini edindirmede etkili olduğu söylenebilir. IBO (2014) tarafından yapılan bir araştırmada da öğrenciler, UB programlarının kendilerinin daha duyarlı olmasına yardım ettiği fikrine katılmışlardır.

Diğer bir taraftan, açık fikirli özelliğinin ise en az kazanıldığı ortaya çıkmıştır. Bu da IBO (2014) tarafından yapılan çalışmayla benzerlik göstermektedir. O çalışmada da öğrenciler programın diğer özelliklerin edindirilmesine yardım ettiği fikrine katılırken, açık fikirlilik özelliği için ‘azla orta arası’ katılmışlardır. Ancak, bu çalışmada aynı zamanda ikinci sınıf UBDP öğrencilerinin birinci sınıf öğrencilerinden daha açık fikirli olduğu ve bu farkın da anlamlı olduğu bulunmuştur. Bu da yine programın bir etkisinin olduğunu göstermektedir. Benzer şekilde, görüşme verileri de ortaya koymaktadır ki hem öğretmenler hem de öğrenciler çoğunlukla açık fikirli özelliğinin süreç içerisinde kazanıldığını belirtmektedirler. Kazanılmadığını belirtenler ise bunun nedeni olarak sosyal yapıyı ve kültürü görmektedirler. Bu da Bandura’nın (1997) gözlemleyerek öğrenmenin gücünü vurguladığı sosyal öğrenme teorisi ile paraleldir. Stevenson, Thomson ve Fox (2014) tarafından yapılan araştırmada da UB okuluna gitmekle daha açık fikirli olmak arasında anlamlı bir ilişki olduğu ortaya çıkmıştır. Ancak aynı çalışmada, bazen öğretmenlerin bile içgüdüsel olarak açık fikirliliği geliştirebilecek ortamlara ket vurduğu belirtilmiştir. Özellikle de problemleri durumlara ya da gerilime sebep olabileceğini sezerlerse. Ryan ve ark. (2018) tarafından yapılan çalışmada da her ne kadar öğretmenler UB öğrenen profiline aşına olsalar da onları uygulamaya geçirecekleri zaman kendilerine daha az güveniyorlar. Ayrıca, öğretmenler öğrencilerin özellikleri edinmelerine etkileri olduğunu düşünseler de, öğrencilerin ne kadar edinebilecekleri yaş gruplarına ve yaşam ortamlarına göre değişiyor. Bu çalışmada da katılımcılar özelliklerin edinilememesinin sebepleri olarak benzer şeyleri dile getirmişlerdir. Wells’in (2016) çalışmasında da öğrenciler özellikleri sadece okulda değil kendi kendilerine, ailelerinden ve arkadaşlarından da edindiklerini belirtmişlerdir.

Hem öğrenciler hem de öğretmenler tarafından kazanılan özellikler arasında en çok söylenen araştıran-sorgulayan iken, kazanılamayanlar arasında en çok söylenen de risk almaktır ve her iki özellik de bilişsel beceriler boyutu altındadır. İlginçtir ki,

görüşmeler sırasında kazanılan ya da kazanılamayan olarak dile getirilen özellikler ölçeğin analizi sonucunda bulunanlarla aynı değildir. Bunun nedeni, doğrudan sorulduğunda katılımcıların bilişsel beceriler boyutundaki özelliklere odaklanması olabilir çünkü sınav odaklı sistemlerde bu özellikler daha önemli sayılmaktadır.

Katılımcılar risk alma özelliğinin edinilememesini ise iki şekilde açıklamışlardır. Birincisi, UBDP sadece bir akademik program ve öğrenciler daha çok bilişsel becerilere ve sınavlara odaklanıyorlar ve sürekli sadece ders çalışıyorlar. Bu durumda da özellikleri edinseler bile uygulayacakları bir yer olmuyor. İkincisi de toplum ve kültürün etkisi. Walker'ın (2010) da vurguladığı gibi dört temel kültürel alanda, ki bunlardan bir tanesi de risk almak, Doğu ve Batı'nın tutumları birbirlerinden belirgin bir şekilde ayrılıyor. Doğu ve Batı'nın ortasında bir ülke olarak Türkiye'de de toplumun korumacı bir yaklaşımının olduğu söylenebilir. Bu nedenle öğrenciler de genelde güvenli sulara olmayı seçiyorlar ve risk almaktan uzaklaşıyorlar. Van Oord (2013) ise bunun kültürden bağımsız olarak da geçerli olduğunu savunuyor. Örneğin, okulun kimya laboratuvarında güvenlik düzenlemelerine dikkat ve itaat edilmesi gerekliliği daha ön planda oluyor. Bu anlamda verdiği örnek her iki durum için de iyi bir örnek oluyor çünkü hem bir akademik program öğrencilerin risk alması için ne düzeyde imkan sağlayabilir hem de risk almanın sınırları kültürlere göre ne kadar değişebilir sorularına odaklanıyor.

İlginç bir şekilde, ikinci sınıf UBDP öğrencilerinin birinci sınıf öğrencilerden sadece duyarlı ve açık fikirli özellikleri bağlamında anlamlı bir farka sahip oldukları, bilişsel beceriler, ilkel ve iletişim kuran boyutlarında anlamlı bir farkın olmadığı görülmüştür. Bu da ikinci sınıf öğrencilerin sayısının üniversite sınavı nedeniyle daha az olmasından kaynaklanıyor olabilir. Aynı zamanda, öğrenciler zaten bu becerilere sahip oldukları için bu programı seçiyor da olabilirler. Bu nedenle, program mı öğrencilere özellikleri edindiyor yoksa zaten bu özellikleri edinmiş öğrenciler mi bu programı seçiyor anlamak zor oluyor.

Duyarlı ve açık fikirli özellikleri ise kızlar tarafından daha fazla ediniliyor ve bu fark da anlamlı. İkel özelliklerinde kızların, bilişsel beceriler ve iletişim kuran

özelliklerinde ise erkeklerin daha yüksek ortalamaları olsa da bu farklar anlamlı değil. Cinsiyet bağlamında oluşan bu fark, yine kültür temelli olabileceği gibi kızların ve erkeklerin öz raporlama araçlarına yanıt verirken farklı zihniyetlerde olmasından da kaynaklanıyor olabilir. Diğer bir deyişle, cinsiyet bağlamındaki farklılıklar evin, eğitimin, kültürün ve kitle iletişim araçlarının etkisi olabileceği gibi daha iyi görünme eğiliminin de sonucu olabilir (Pajares, 2002). Bilişsel beceriler gibi boyutlar daha maskülen alanda yer aldıkları için erkekler o alanlarda kendilerini daha iyi göstermeye çalışırken, duyarlı gibi alanlarda tersini yapmaktadırlar. Erkek öğrencilerden bir tanesi de görüşmeler sırasında duyarlı olmayı değil sert olmayı edindiğini çünkü onun daha önemli olduğunu söyleyerek bu fikri desteklemiştir.

UB hazırlık programına katılım sadece açık fikirlilik boyutunda anlamlı bir fark yaratmıştır. Duyarlı için anlamlı bir fark yokken diğer boyutlar için programa katılmayanların ortalamaları daha yüksektir. Birçok katılımcı tersini söylemiş olsa da önceki UB programlarına katılıma ve alanlara göre de anlamlı bir fark olmadığı görülmüştür. Bu nedenle, ilginçtir ki ölçekten elde edilen veriler düşünüldüğünde UB deneyiminin süresinin profil özelliklerini edinmede anlamlı bir etkisi yoktur. Ancak, hem öğretmenler hem de öğrenciler tersini düşünmekte ve UB'ye UB devamlılığını sağlamalarını önermektedirler. Hem öğretmenler hem de öğrenciler programın süresinin yeterli olmadığını, UB devamlılığının zorunlu olması gerektiğini ve kendi okullarının da UB uygulamaya daha önceki programlarla (ilkokul, ortaokul) başlamasının daha iyi olacağını belirtmişlerdir. Oysaki hem bu çalışmanın hem de literatürdeki diğer çalışmaların sonucunda UB deneyiminin süresinin profil özelliklerini edinmede anlamlı bir etkisinin olmadığı ortaya konulmuştur. Örneğin, Jarvis ve ark., (2013) tarafından yapılan çalışmada daha fazla UB deneyimine sahip olmanın verimli problem çözüme ya da insancıl problemlere karşı yaklaşımda etkisinin olmadığı görülmüştür. Reimers (2004) ise UB deneyimine sahip olmanın Bilgi Kuramı ve Bitirme tezi gibi programın temel gerekliliklerine hazırlanmada etkisi olmadığını ortaya koymuştur. Aksine, öğrencilerin toplam Diploma notları ile Ortaokul Programına katılma süreleri arasında negatif korelasyon olduğu bulunmuştur. Bu ve benzer çalışmaların sonuçları birbirleri ile paralel olsa da katılımcıların programın

süresini uzatmanın öğrenen profilindeki özelliklerin edinilme düzeyini de arttıracığı görüşüyle ters düşmektedir. Ancak, programlar arasında olması gereken gerçek bir uyum, katılımcıların varsayımlarının doğru olmasını gerektirir. Bu durumda da programlar arasındaki uyumun ve neden UB deneyiminin etkisinin olmadığına incelenmesi önemlidir. Diğer bir yandan, anlamlı bir farkın çıkmaması ise UB hazırlık programının ve alanların Türkiye'ye özgü olmasından kaynaklanıyor olabilir. Programların birbirlerine eklenmelerinin de felseferini yitirmelerine neden olduğu görüşü görüşmeler sırasında da ortaya çıkmıştır. Ayrıca, iki programın gerekliliklerini de aynı zaman zarfında yerine getirmeye çalışmak öğrencilerin başka her şeyden soyutlanmalarına ve sadece akademik işlere yönelmelerine sebep olmaktadır. Sınıf içi gözlemler sırasında da bu durum gözlenmiştir.

Programı seçme nedenleri arasında en çok söylenenlerden biri olan yurtdışında okuma eğilimi (n=141) ve öğrencilerin çoğunun (%59.3) yurtdışında okumayı düşünmeleri, bu durumun öğrenen profilini geliştirmeye olan etkisinin incelenmesini de önemli kılmıştır. Analiz sonuçları, bilişsel beceriler ve duyarlı boyutları açısından anlamlı bir fark olduğunu göstermektedir. Devam eden analizler ise yurtdışında eğitim görmek isteyen öğrencilerin Türkiye'de eğitim görmek isteyen öğrencilerden duyarlı boyutunda anlamlı olarak ayrıştığını ortaya koymuştur. Ancak, açık fikirlilik boyutunda anlamlı bir farkın olmaması dikkat çekicidir çünkü açık fikirlilik uluslararası bakış açısının önemli göstergelerinden biridir.

Sonuç olarak, bu çalışmadan elde edilen bütün sonuçlar hem öğretmenlerin hem de öğrencilerin programı beğendiklerini ve programın olumsuz yönlerini olumlu yönlerinden daha az bulduklarını ortaya çıkarmıştır. Olumsuz yönlerin çoğunun da programın Türkiye'deki ya da okullardaki uygulamasından kaynaklandığı düşünülmektedir. Benzer şekilde, programın UB öğrenen profilinde yer alan özellikleri edinme konusunda uygun olduğu ve edinilememe sebeplerinin daha çok kişisel, kültürel çevresel ve uygulama kaynaklı olduğu düşünülmektedir. Bu nedenle de programın yaygınlaştırılması ve üniversiteler tarafından daha tanınır hale getirilmesi önerilmektedir. Diğer bir taraftan, "UBDP Öğrenci Profili Belirleme Ölçeği" kullanılarak toplanan verilerin analizi sonucunda dikkat çekici bir edinim ya

da gruplar arası fark olmadığı görülmüştür. Her ne kadar bu durum katılımcıların görüşmeler sırasında belirttiği gibi Türkiye’deki uygulamadan kaynaklı olmuş olabilese de programın kendisinden kaynaklı da olmuş olabilir. Ayrıca, diğer programların hedefleri arasında da aynı becerileri geliştirmek varken öğretmenleri bundan neyin alıkoyduğu da hala bir soru işareti. Wells (2016) tarafından yapılan çalışma da bu iddiayı destekler nitelikte çünkü yapılan çalışmada öğrencilerin UB ve UB olmayan öğrenciler arasında sosyal olarak hiçbir fark olmadığı fikrine katıldıkları görülmüştür. Oysa ki bu çalışmadaki öğretmen ve öğrenciler tam aksini belirtmişlerdir. Bu nedenle, “neden öğretmenler UBDP’yi Ulusal Programa göre daha çok benimsemektedirler?”, “neden hem öğretmenler hem de öğrenciler UBDP’de her türlü gayreti gösterirken Ulusal Programda bunu yapmıyorlar?” ve “neden iki grup da UB öğretmeni veya öğrencisi olmayı daha prestijli olarak görüyor?” gibi soruların cevaplanması programı ve yansımalarını daha iyi anlayabilmek açısından önemlidir.

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