

A STUDY OF INTERNATIONAL BACCALAUREATE SCIENCE TEACHERS' CHOICES IN CURRICULUM AND INSTRUCTION

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ABSTRACT

This study was designed to investigate the choices International Baccalaureate (IB) science teachers make in curriculum and instruction. Data was gathered via a survey completed by IB science teachers who had attended either an April, 2007 workshop in Reston, Virginia or a January, 2008 IB roundtable discussion in Kansas City, Missouri. Surveys solicited the different choices IB science teachers make for options, Internal Assessment (IA) activities, Theory of Knowledge (TOK) emphasis, and demographics. Teachers' reasons for their option choices were also analyzed. Statistical analysis was performed using SPSS descriptive statistics, Pearson's product-moment correlations, and linear regression. It was found that IB science teachers' most frequent reasons for their option choices were related to ease, interest, background, and available resources. IB science teachers used a variety of IA activities, with hands-on activities and worksheets being most frequent. IB science teachers did not emphasize inquiry, although they did include some aspects of it among their choices. IB science teachers preferred to use activities they design or those designed by other teachers. Years of teaching experience, both total and IB, were correlated to the level of use of some TOK tenets.