International Arab Baccalaureate

Beyond competencies for a 21st century profile

Education & 21st Century Competencies
Muscat, September 2013

Ibrahim A. Halloun
Chair, IAB

Educational Research Centre

SAYEGH
Founded 1944

International

Arab

Baccalaureate

البكالوريا

العربيّة

الدوليّة

IAB

What is IAB?

A comprehensive initiative for educational reform:

- Based on research in the Arab World
- Grounded in neuroscience / cognitive science / corroborated best practices in education
- Deployed within existing curricula
- Respects local culture and heritage
- Grounded in *Profile Shaping Education* (PSE)

Profile Shaping Education

PSE

Empower students with a profile

*for **success** in modern **life**,*

higher education & the workplace

PSE Profile

IAB

Program of Study
البرنامج الدراسي
Taxonomy
الصنافة
Cognitive
إدراكي
Behavioral
سلوكي
Affective
وجداني
Metacognitive
ميتا إدراكي
Epistemic
مفهومي
Tenets
مرتكزات
Principles
مبادئ
Rules
قواعد
Learning & Instruction
التعلّم والتعليم
Authentic Assessment
التقييم المحاذي
Productive
مُنتِج
Proactive
مُبادِر
Paradigmatic
بارادايمي
Principled
مَبدَئي

IAB

PSE Taxonomy

Epistemic	Cognitive	Behavioral	Metacognitive
Domain	Analytical reasoning	Communication	Affects
Function	Criterial reasoning	ICT	Attitudes
Composition	Relational reasoning	Manipulative	Morals & Ethics
Internal structure	Critical reasoning	Artistic	Values
External structure	Logical reasoning	Eco-engagement	Views & Beliefs

IAB

Profile / Facet Development

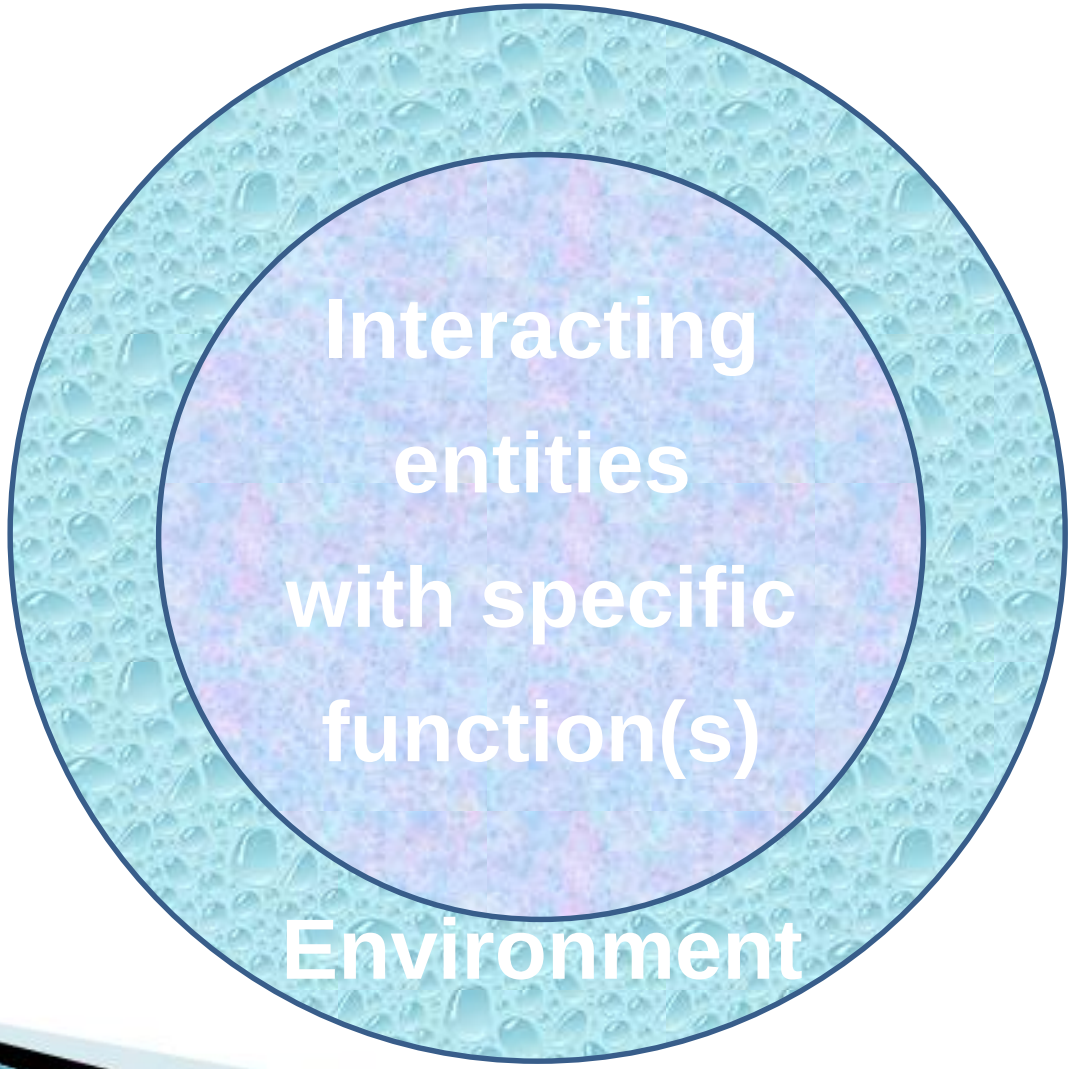
4. Innovation

3. Replication

2. Gestation

1. Initiation

System


Interacting
entities
with specific
function(s)
Environment

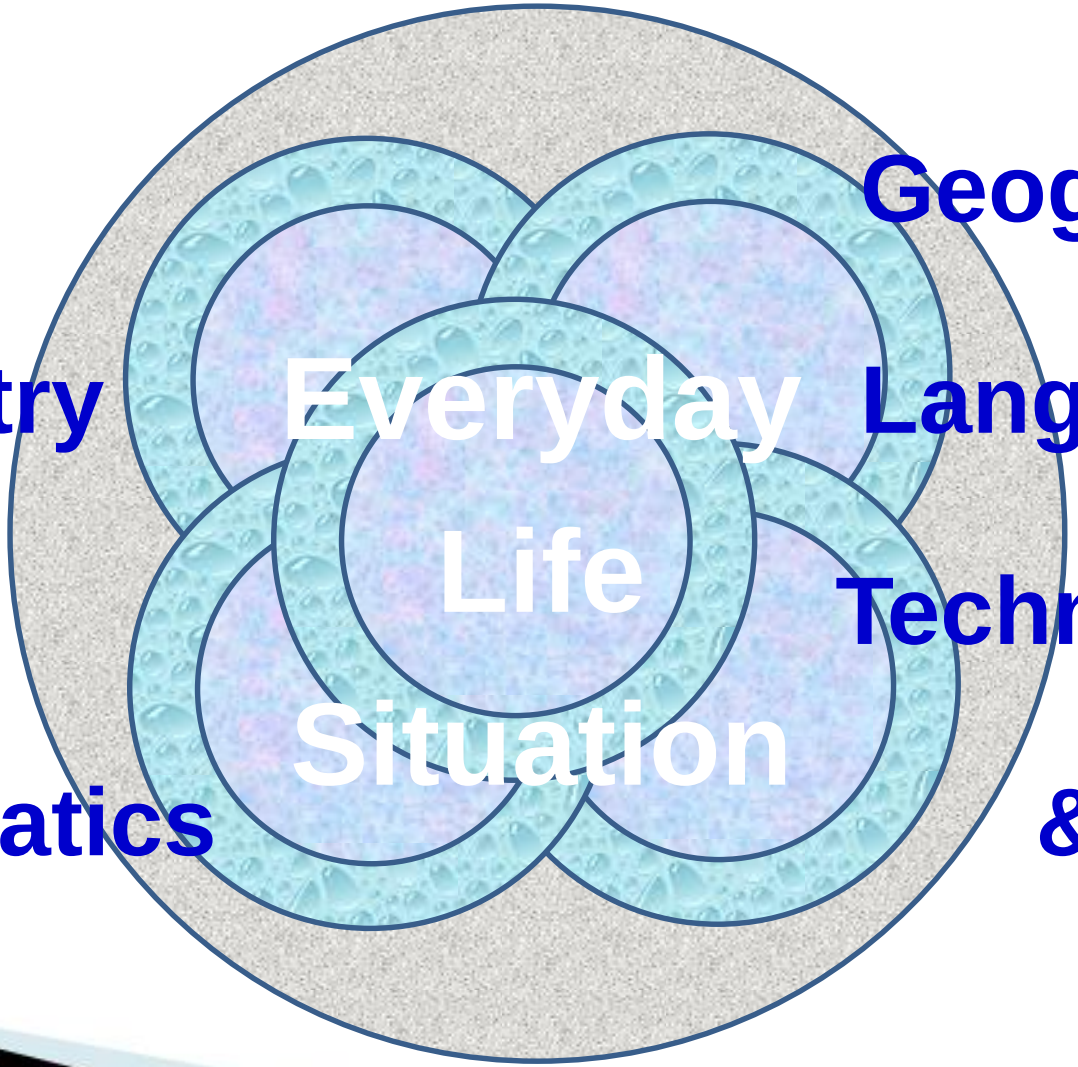
Cross-disciplinarity

Physics

Chemistry

Biology

Mathematics



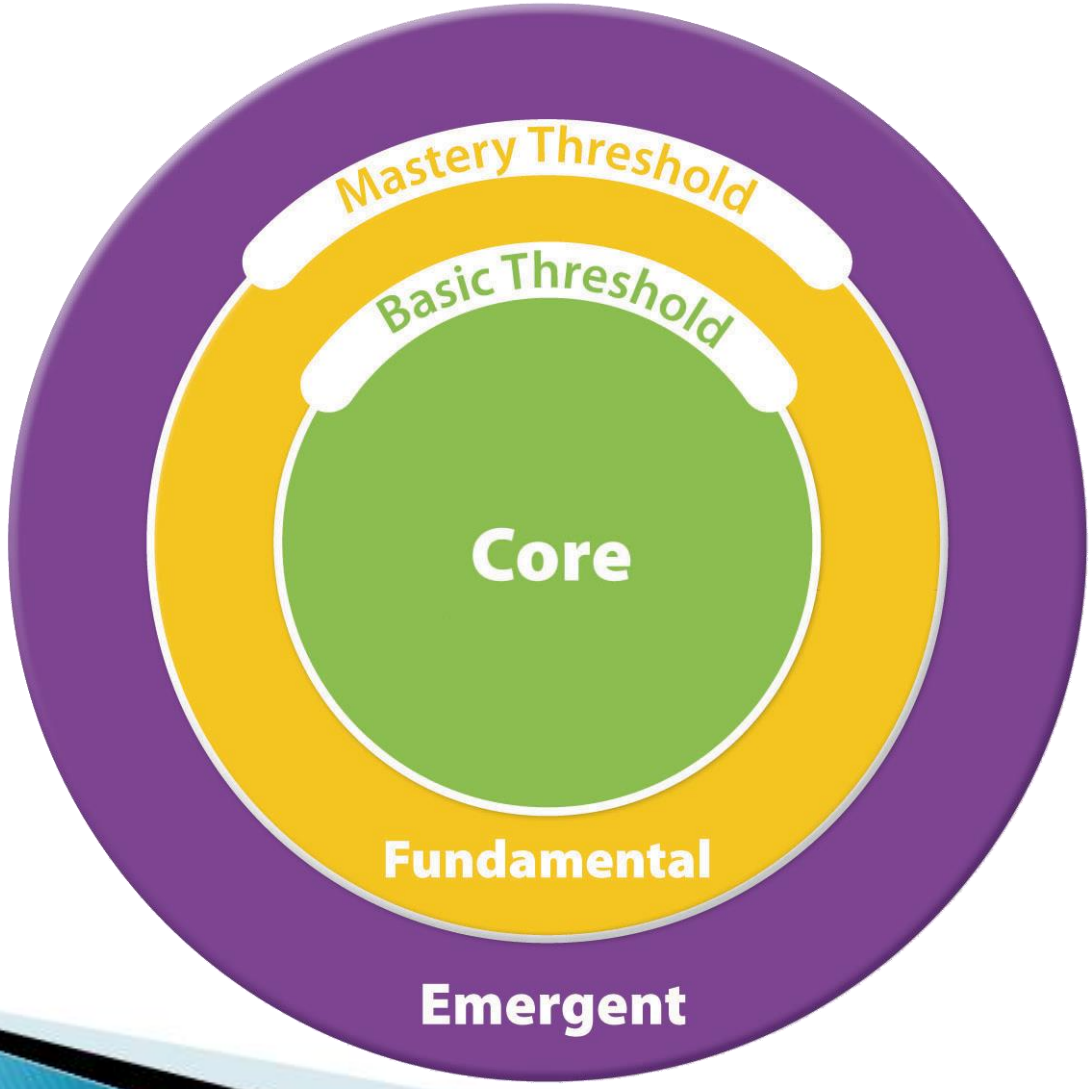
Geography

Languages

Technology

& more

PSE Thresholds



Authentic Assessment

- Assessment NOT a goal
- but means to promote the 4-P profile
- Assessment “of” learning
- Assessment “for” learning
- Assessment “as” learning
- Universality & Equity
- **Meaningful learning NOT rote learning**

IAB

e-Assessment Platform

Repository

Delivery:
Paper / Online

LMS

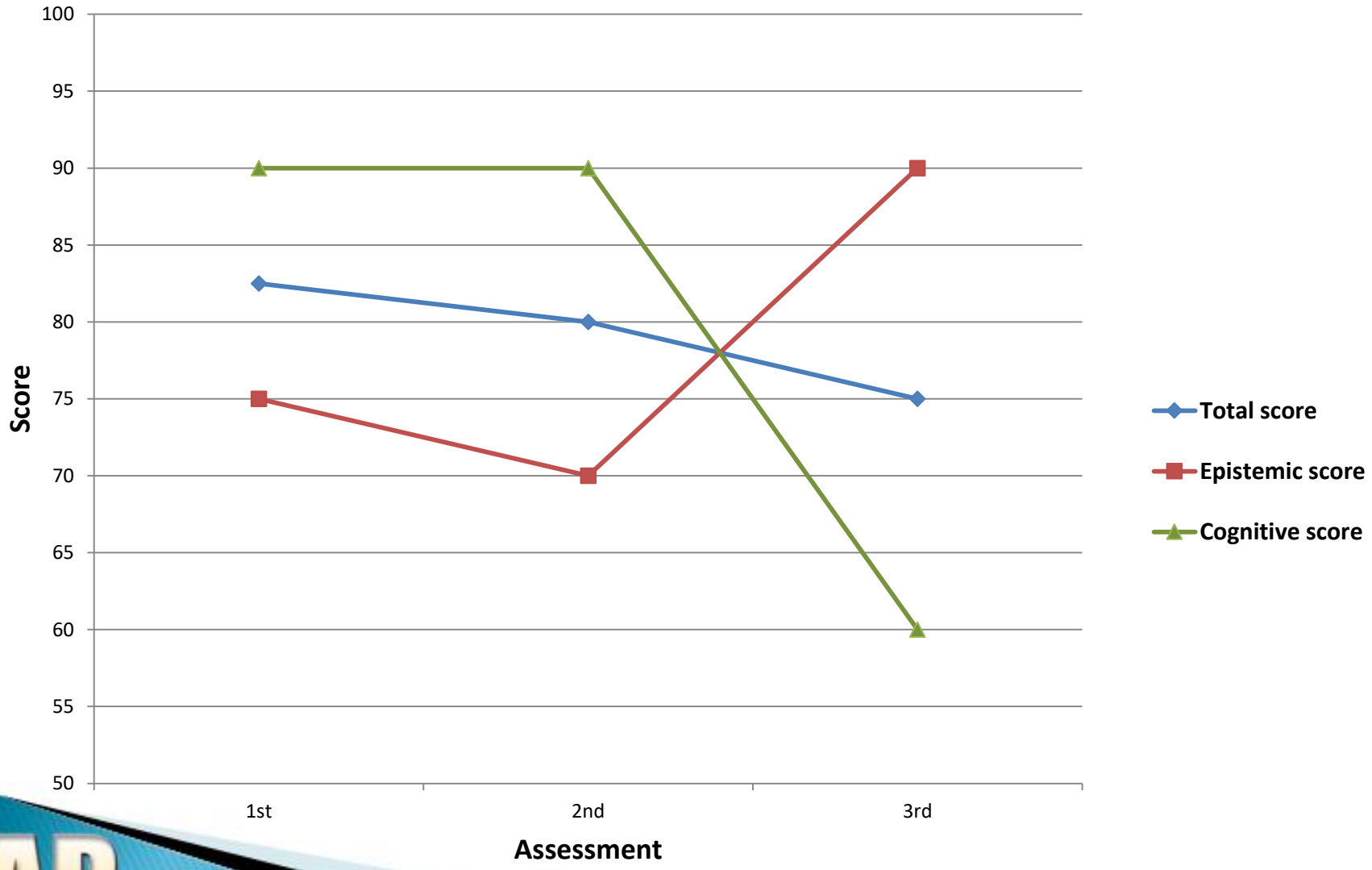
Psychometrics

SIS

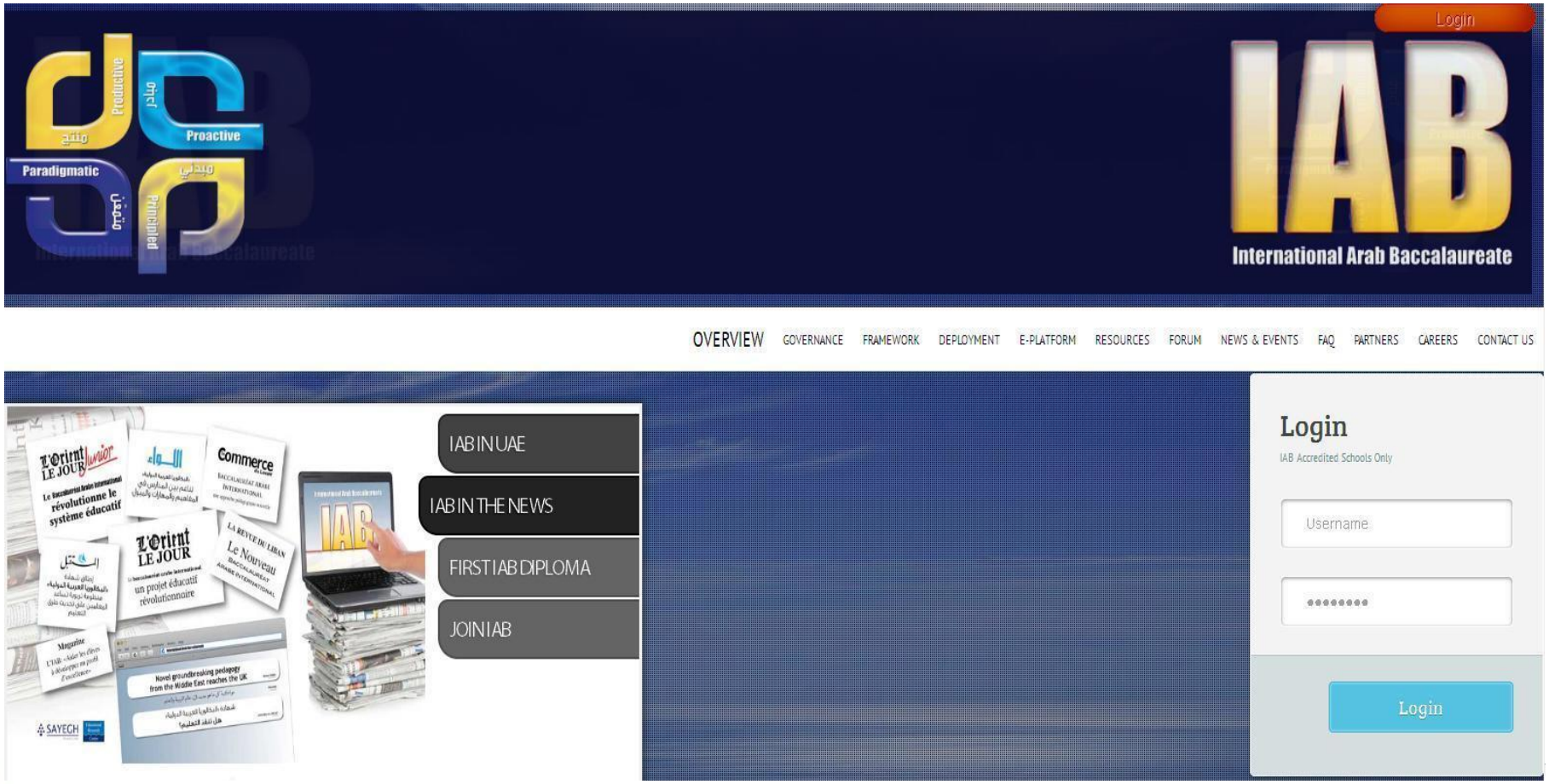
Administration

Accounting

Profile Evolution



www.EducationalRC.org/IAB



IAB

IAB

Thank You

Ibrahim.Halloun@EducationalRC.org

CBE *vs* PSE

	CBE	PSE
Framework	Not quite specified No consensus	Profile Tenets, principles, rules
World connection	Workplace specific	Real life, workplace included
Neuroscience	Not clear	Aligned
Learning outcomes	Complex mix of implicit context-driven "knowledge, skills and dispositions"	Generic 4x5 Taxonomy LO explicitly spelled out for each system X-disciplinary habits
Development	Tentative pathways	4 stages / 2 Thresholds

IAB

CBE *vs* PSE

	CBE	PSE
Curriculum	Competencies “embedded”	Overarching & restructuring
Programs / Content	“Knowledge” and “scope” unspecified	Epistemic dimension Scope of systems
Learning	Apprenticeship	Experiential / apprenticeship
Instruction	Coaching / mentoring	Variable mediation
Assessment	“For” learning rules of thumb	Universal design, deployment, results “For” & “As” learning

IAB

School accreditation

Phase 1

Qualification for Application

March 31, 2014

Phase 2

Candidacy

May 5, 2014

Phase 3

Provisional Accreditation

June 16, 2014

Phase 4

Accreditation

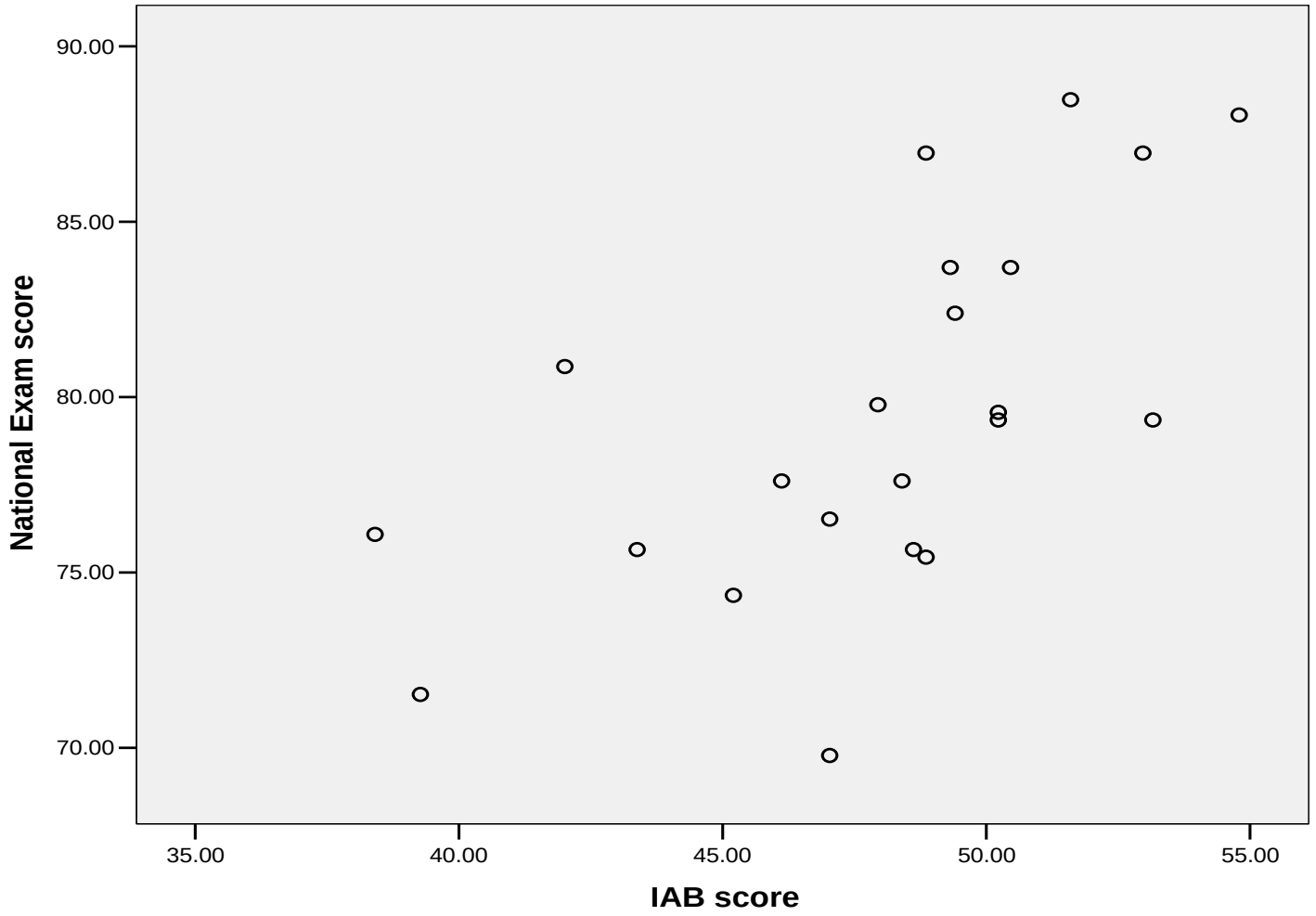
May 2015

Phase 5

Deployment Preparations

July 10, 2015

Success indicators



Universality

Uniformity of assessment across
Fields, grades, schools, countries

- Uniformity of item / assessment design & deployment

Item map

- Cross-disciplinary projects
- Common scale calibration & leveling criteria

based on PSE developmental levels:
Initiation, gestation, replication, innovation

IAB

PSE Developmental Stages

Stage	Epistemic	Cognitive / Behavioral / Metacognitive (Habits of mind and practice)
1	The student has ***barely*** realized, if any, the scope or structure of a given **system**.	The student ***barely*** demonstrates her/his ability to deploy the habit (reasoning skill, dexterity or disposition) in the context of any system.
2	The student has ***partially*** realized the scope and structure of the system as demonstrated in ***familiar*** situations.	The student demonstrates her/his ability to ***partially*** deploy the habit in the context of certain ***familiar*** systems / situations.
3	The student has realized the scope and structure of the system, ***to the extent that is required***, as demonstrated in ***familiar*** situations or similar new situations.	The student demonstrates her/his ability to deploy the habit, ***to the extent that is required***, in the context of ***familiar*** systems / situations or similar ones.
4	The student has reinforced her/his knowledge about the scope and structure of the system ***beyond what is required***, as demonstrated in new situations that are ***not similar*** to familiar ones.	The student demonstrates her/his ability to deploy the habit ***beyond what is required***, in the context of new systems / situations that are ***not similar*** to familiar ones.

IAB

Equity

- Continuous assessment

  IAB diploma based on Grades 10-12 work

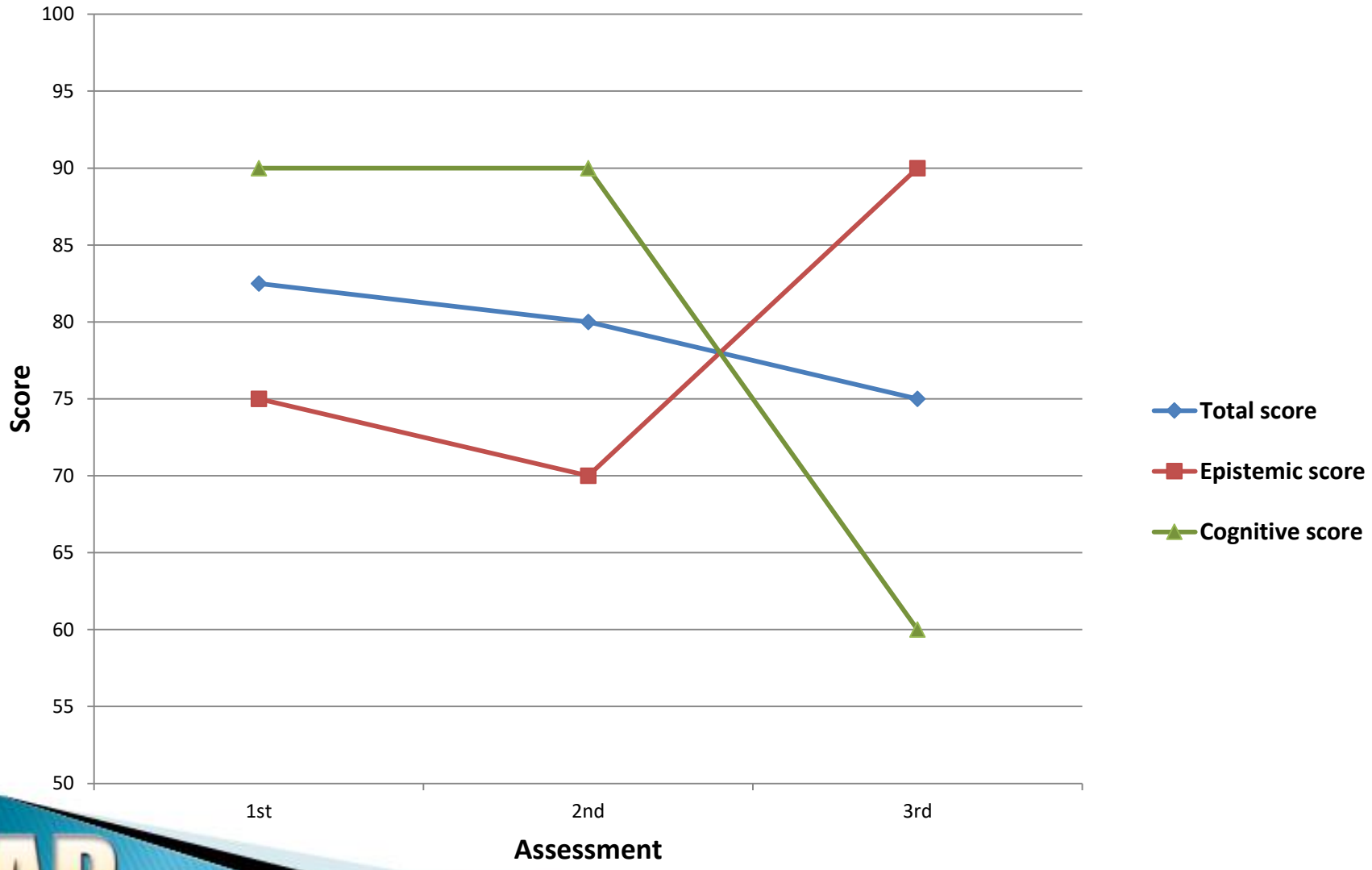
- Diversity of types & forms of assessment

  Respect of learning styles

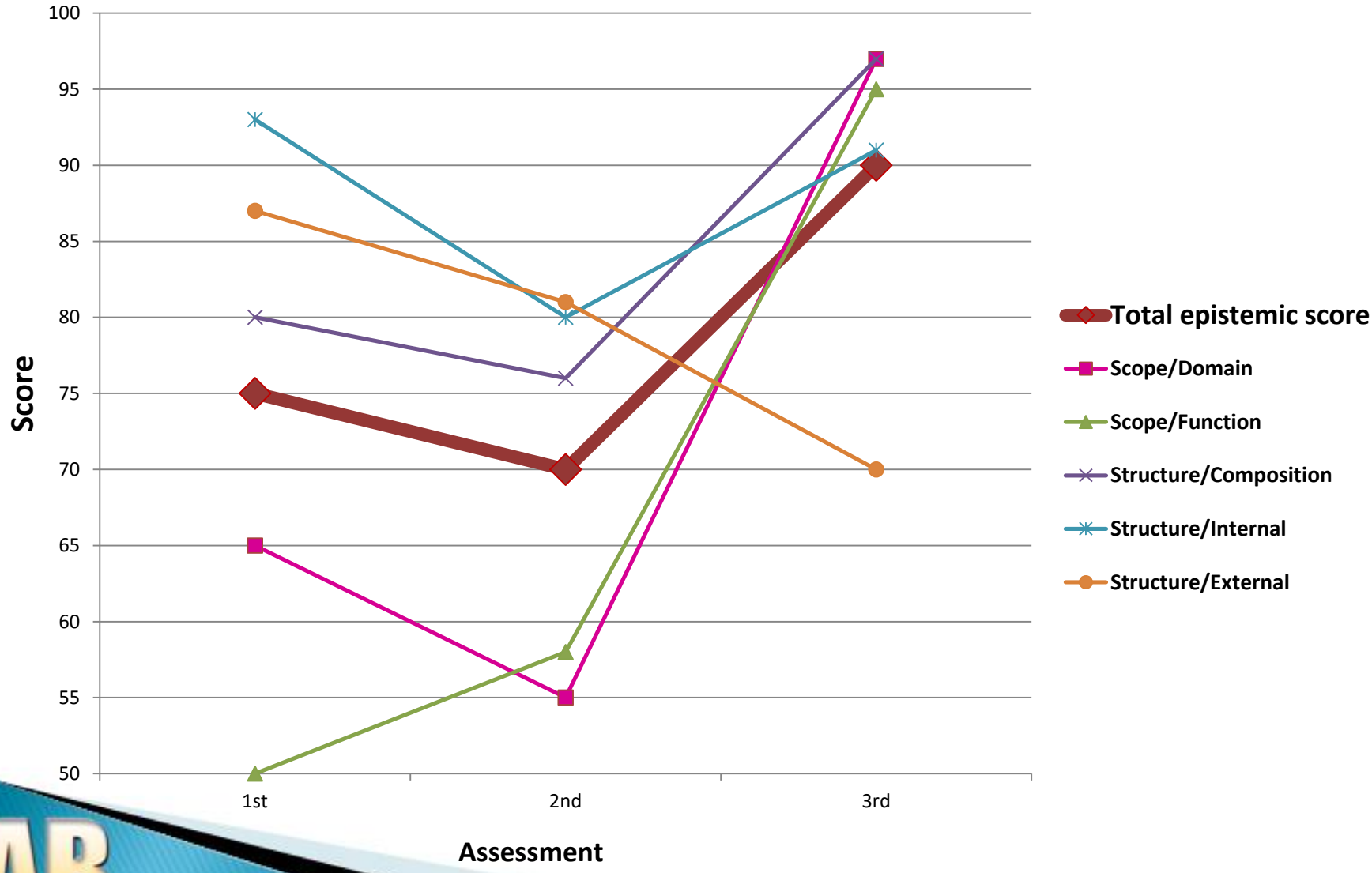
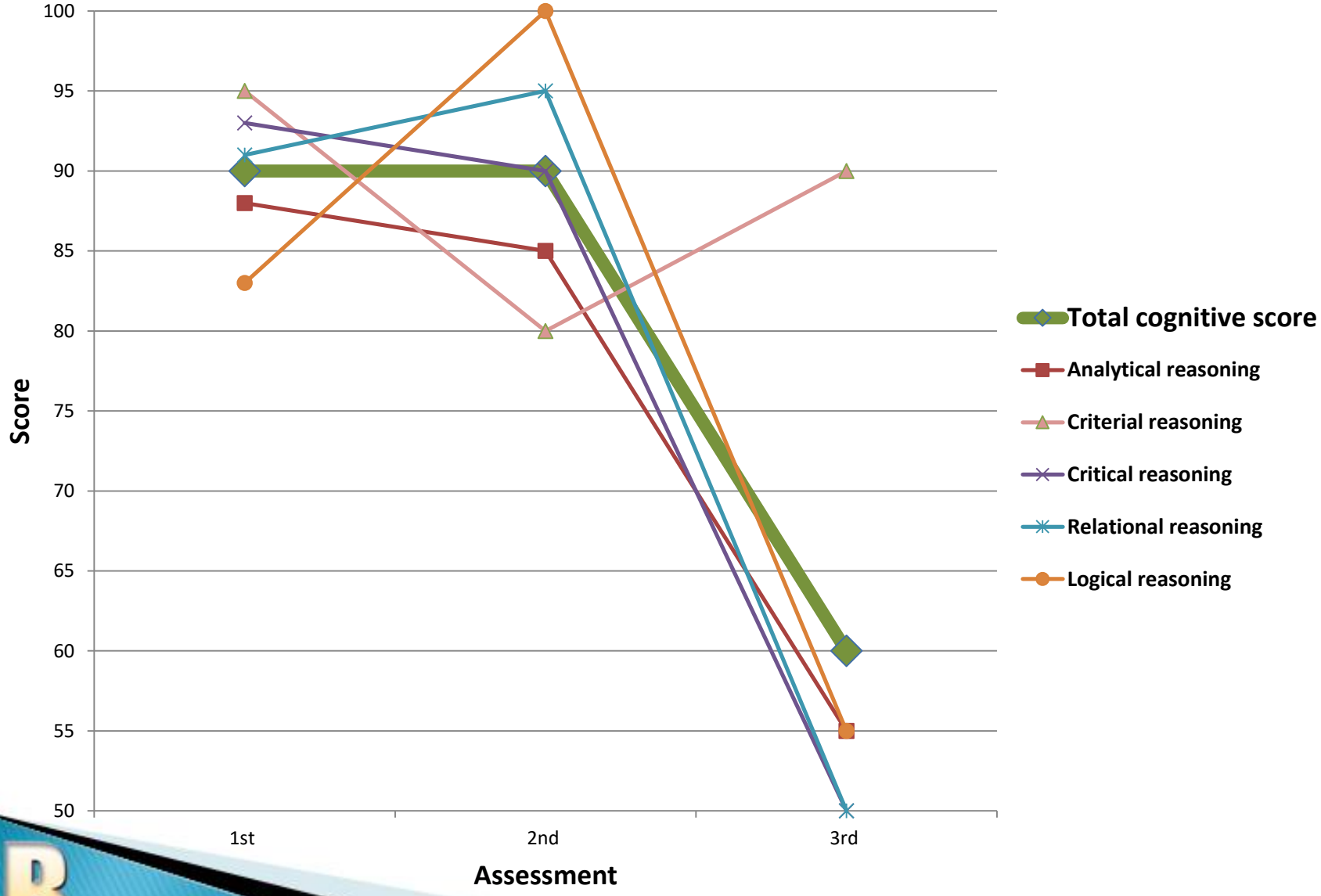
  On-line, on-demand, on-paper

- Continuous monitoring & processing of items & stakeholders' data

Profile Evolution



Epistemic evolution



Cognitive evolution