

# **IB International Baccalaureate Education Concept Practice in Localization in China**

**Xiaoyue Wang**

Macao University of Science and Technology, Macao, China

**Keywords:** IB International Baccalaureate, Education Concept, Localization.

**Abstract:** The International Baccalaureate program is a product of the globalization of education. With the development and promotion of IB curriculum and educational concepts, the global recognition is also increasing. When the IB course is introduced in China, there will inevitably be a "chemical reaction" with the Chinese national curriculum. Because of the differences between Chinese and Western educational concepts, the national culture rooted in educational values is not the same. How to put the concept of the two courses is the teaching and research proposition of the development of international courses in China. The development of IB programs in China requires continuous innovation and breakthrough, transplanting and transforming the International Baccalaureate program. Finally, we developed an IB course suitable for local development in China. This paper discusses the theoretical basis of the core educational concepts of IB curriculum core education, such as "international feelings", "all-person education" and "exploration and reflection", as well as the value system of Chinese curriculum education in the first stage, and puts forward the theoretical basis and development trend of the localization practice of IB curriculum.

## **1. Introduction**

The IB International Baccalaureate program has been developed for more than 30 years since its introduction into the Chinese mainland in 1991. By 2020, 169 IB school's Chinese mainland have been certified. At present, the academic community's study of the localization of international curriculum has not yet formed a certain curriculum paradigm, the schools are separate, but, waste of human and material resources. The development of the IB International Baccalaureate School has resulted in a situation where teaching and research are not in line with development. How to turn the educational concepts of "all-round education" and "critical thinking" in IB teaching purposes into concrete operational projects under the framework of China's national curriculum is of great practical significance.

## **2. IB International Baccalaureate Program Education Values and Theoretical Foundations**

### **2.1 The core educational philosophy of the IB curriculum is "International" and "Globalization"**

The core educational values of IB's international curriculum are to cultivate students' international feelings, which are generated in the context of globalization of the world. Tsai Zongmao, Mao Yaqing (2013) suggested that the globalization of education is still a controversial and ill-concepted theoretical issue. The globalization of education is to break down the barriers between different educational systems, build a curriculum system with obvious local characteristics and relatively consistent educational objectives. The training of students' "international feelings" in the IB curriculum is in line with the needs of globalization. IB International Curriculum puts forward the great ambition of "Education makes the world a better place" - to train young people who are knowledgeable, knowledgeable, and caring, to create a better and more peaceful world through the understanding and general emphasis of multiculturalism, and to train learners with the concept of "international sentiment" as their own leadership. As IB students in the context of globalization, we need to explore common global issues facing the human world, including environmental issues,

energy issues, and war issues. These are often not done by the strength of one country and require international cooperation and exploration.

## **2.2 IB curriculum core educational values "all-round development" with multi-intelligence theory**

American educator Gardner's theory of multi-intelligence provides a theoretical basis for "all-human development". It considers the ability to solve a problem or create a product that is considered valuable in a particular culture or environment. "In terms of its basic structure, intelligence is diverse, there are at least seven intelligences in each person, namely language intelligence, mathematical logic intelligence, music intelligence, spatial intelligence, physical movement intelligence, interpersonal intelligence, self-awareness intelligence. Each student has a unique intelligence performance, personality learning strategies and learning style. Teaching cannot be generalized, to teach according to the talent. Teaching according to merit is a means, at present is still to train all-round development of people.

IB core educational values uphold the concept of human development, the statement comes from the humanism teaching theory, which is based on the humanism learning concept formed and developed, it is rooted in its natural humanism theory. The purpose of education is not only to teach students knowledge or make a living skill, but also to meet the emotional needs of students, so that they can develop in a balanced way in cognition, emotion, will and so on, and cultivate a sound personality. The three core elements of the IBPYP program, the interdisciplinary, and DP courses in the ICPYP program are designed to help students see and practice from different perspectives, all embodying the core values of "all-human development."

## **2.3 The core educational purpose of the IB curriculum is to explore the theory of reflection and constructivism learning**

Constructivist learning theory holds that learning is the process by which students construct their own knowledge. Students do not simply passively accept information, but actively construct the meaning of knowledge. Learning is the active selection, processing, and processing of external information by learners according to their own empirical background. To guide students to construct new knowledge on the basis of the original knowledge. The broader theory recognized by the academic circles is individual constructivism and social constructivism. Among them, inquiry learning in individual constructivism theory has a profound influence on IB courses. Learning is a two-way process, learners through the interaction of new and old knowledge and experience to form, enrich and adjust their cognitive structure process.

The core purpose of IB curriculum teaching is to learn to reflect through inquiry. It advocates the construction of an open and democratic teacher-student relationship in a constructivist way. Through the interaction between inquiry, action, and reflection, focus on learning interaction, use the form of group cooperation, focus on critical analysis, to gain insight into the world. Compared with the traditional classroom teaching teachers' words, teaching "duck-filling" and students' passive style, the value of IB teaching lies in emphasizing the self-construction of individual knowledge and guiding students to use a variety of learning strategies to make meaningful active inquiries. At the same time, cooperative learning is also an effective carrier to achieve the goal, through the sharing between peers, teachers, and students, will promote the breakthrough and innovation of individual knowledge.

## **2.4 The core educational purpose of the IB curriculum, the lifelong learning concept, and the individual subjective initiative of students**

Focusing on learning strategies and developing sustainable lifelong learners is the consistent purpose of the four major programs of the IB International Program. Lifelong learning refers to the continuous learning process that every member of society runs through the life of a person in order to meet the needs of social development and realize individual development. Since the mid-1960s, with the strong advocacy, promotion and popularization of UNESCO and other relevant international institutions, the First World Conference on Lifelong Learning was held in Rome in 1994 and there

has been a worldwide consensus on lifelong learning. Lifelong education has been widely disseminated around the world as an extremely important educational concept. To achieve lifelong learning must play the individual's subjective initiative, and fully stimulate the interest of students, to explore, so that learning into life. The learning approach in the IB curriculum reflects the student's initiative in learning. When teaching institutes and students are in the recent development area, they are more able to stimulate students' interest and learn the best, but not every teacher can stimulate students' interest in the classroom. Not only that, the IB curriculum changed the traditional evaluation method of "one test for life" and standardized test mode, allowing students to make mistakes, play the initiative, while encouraging students to arrange their own reasonable learning time and content, the learning process of reflection, and ultimately achieve the goal of lifelong learning.

### **3. The value of contemporary education in China**

#### **3.1 Chinese values of quality education**

The large data prediction model for the user's electricity consumption is implemented in the Clementine software. Quality education is based on the times and social development and human development needs, with the basic goal of comprehensively improving the basic quality of all students, with respect for students' subjectivity and initiative, focusing on potential development and sound personality development, and focusing on education characterized by cultivating innovation and practical ability. This reference is in response to China's long-standing "test-oriented education" revealed shortcomings, China's education experts also saw that the progress of the times need innovative young people, rather than just rote test "machine." Ning bentao (1998) Education is not a kind of training, but a kind of value-guided work, the whole meaning and value of education is not limited to the cultivation and development of human's natural quality, but beyond the given natural quality, only to shape the individual spirit, promote everyone in social life with abundant spiritual strength and practical ability.

#### **3.2 Chinese values of lifelong education**

The term "lifelong education" has been widely used in countries around the world since it was formally introduced by Paul Lengrand of France, Director General of UNESCO's Adult Education Bureau, during the UNESCO International Conference on adult education promotion in 1965, and China has responded to this reference and advocated lifelong education for all. He Hongzhi (2004) Lifelong Education has promoted curriculum reform and the integration of educational resources. This has a great impact on China, the origin of China's education is very early, but because of historical reasons, compared with developed countries, the lack of educational strength, coupled with the impact of traditional Chinese thinking, the function of education to the extreme, ignoring the other values of education. The implementation of lifelong education for the whole people to provide an opportunity for lifelong learning, let people realize that education not only has the function of everyone is well known, but also to give play to everyone's potential ability, because lifelong education gives people a long-term development space, while lifelong learning is an essential link in social development, which is also a foundation of the learning society advocated by China recently.

#### **3.3 The problems and solution strategies of Chinese educational values at this stage**

China's educational values have further developed at this stage, coupled with the international community's integration process, inter-state education model, exchange of educational values, cooperation, reference, the global promotion of some international courses, so that China's educational values have also a certain development, such as we in quality education, life-long education, education for all on the basis of the integration of the international IB curriculum of educational value concepts, but also "all-round" education and "global perspective" but these are also limited to the educational value of the integration curriculum.

#### 4. The educational value and purpose of the "localization" of IB courses

The term "localization" comes from enterprise management, with the development of globalization trend, the overseas subsidiaries of transnational corporations in the host country engaged in production and management process, in order to quickly adapt to the host's economic, cultural, and political environment, downplay the home country color of enterprises, the implementation of localization strategy, making it an authentic local company (Xu Peng,2015). Foreign education, first seen in the British Philosopher Whitehead's initiative. In 1912, Whitehead advocated combining modern history with numerics, known as "statistical social analysis." By the 1930s, integration courses had become more common in primary and secondary schools in Europe and the United States. Essentially, it combines different disciplines with intrinsic connections into a new discipline. In the history of Chinese education, the "localization" of curriculum originated in the transplant of the Kelov subject chemistry education system (Liu Xin,2012). The connotation of fusion curriculum can refer to the integration of subject and subject, and the integration of international curriculum and local curriculum, which can also be called "localization of international curriculum".

The deep meaning behind localization is the difference between Chinese and Western culture and thinking mode, and the collision between the traditional objective main teaching concept and the western modern constructivism concept. However, with the new curriculum reform in China, curriculum reform is also absorbing the western education concept, compatible. The IB curriculum concept must be "localized" if it is to develop in China in the long run. Objectively, on July 8, 2019, the State Council issued the Opinions on Deepening Education Reform and Improving the Quality of Obligations in an All-round Way, which clearly stipulates that schools in the compulsory education stage shall not introduce overseas courses or use overseas teaching materials. Authorized overseas and international courses face a "big bloodbath". Among them, there are clear provisions for the international school curriculum, the use of the Department of the compilation of teaching materials. There are many similarities between the value of teaching philosophy and IB curriculum in the compulsory education stage after the new curriculum reform. are prominent moral education.

The IB International Curriculum puts forward the great ambition of "Education makes the world a better place" and trains learners with the concept of "international sentiment" as its own leadership. Cultivate the world's citizens through a combination of knowledge, skills, independent critical and creative thinking, and international sentiment. IB learners should be participatory and dedicated to community service. In the compulsory education stage of our country, we carry out quality education, pay attention to the educational nature of teaching, and emphasize the training of people with all-round development. Both are the same way of learning to train learners, and are based on constructivist learning theory. The IB curriculum advocates an open, democratic classroom approach through inquiry, action and reflection, and the interaction between the three.

During the course implementation of basic education in our country, it is advocated to take student development as the focus, pay attention to promoting the active construction of individual knowledge through cooperation and sharing, and pay full attention to the subject status and personal interests of students in classroom teaching. We should train students who are good at reflection and have critical thinking, so that students can learn to learn.

However, from the practical point of view. There are obvious differences in the curriculum and evaluation means of compulsory education and IB curriculum in China. Well, IB in the "localization" development process, the need to constantly integrate the two differences, to achieve a common training goal. At present, it has not yet formed a typical localized teaching model that adapts to the development of the times and conforms to the teaching law and has high degree of recognition. The trend of IB localization is in the stage of theoretical exploration and practical operation, and the teaching mode with relative operability has not yet been formed. From the subject point of view, there are more integrated courses in science and humanities. Language courses such as Chinese are less explored. From the point of view of the subjects, the case studies are basically school-based. From the research team point of view, basically to the school team work mainly.

## **5. Future IB "localization" value view and the development trend of the purpose**

### **5.1 IB "localized" curriculum education values should adhere to the multi-value orientation, reject the one-sided pursuit of utilitarian**

The curriculum should adhere to the multi-value orientation and pay attention to the "all-round" development of students. Assessment methods should be diverse, process assessment and summary assessment should be focused on comprehensive evaluation, and the examination-oriented education should be rejected in the one-sided pursuit of merit. Teaching methods should be diverse, mainly guided learning, through cooperative learning to understand knowledge. Learning environment should be diversified, pay attention to the construction of psychological environment, good at regulating the learning atmosphere of the curriculum, so that students fully participate in the curriculum, experience classroom teaching.

### **5.2 IB "localization" curriculum education adheres to the emphasis on moral education, emphasis on education**

In the past, the curriculum paid attention to teaching and neglected education. Pay attention to the acquisition of knowledge, ignore the process of knowledge acquisition. Avoid the educational dilemma of misalignment between "teaching" and "moral education" in education. According to IB's educational value orientation and China's national education values, "localized" IB curriculum should pay attention to the teaching of education, highlighting moral education. Highlight the "education", moral education work in the real place, training with "international feelings" of the world's citizens.

### **5.3 IB "localization" explores the common core of China's national curriculum and IB international curriculum and trains people of all development**

According to the above discussion, it is not difficult to appear that the value orientation of the top level of the China International Course and the IB International Course does not conflict. "All-round development" is one of the basic principles of Marxism, and it is also the educational policy of our country. In the early period of the founding of the People's Republic of China, the educational policy of "all-round development of moral, intellectual and physical beauty" was deeply imprinted on the local cultural tradition. After the founding of New China, "comprehensive development" was written on the banner of the educational policy, and "all-round development of moral, intellectual and physical beauty" was regarded as the educational goal of all kinds of schools at all levels, so it could be achieved through the educational content and curriculum system. IB international curriculum "all-human development" cultivates "body, mind, emotion, mental strength into one" people, that is, both emotional thinking and cognitive way of action of the informed "perfect" or "functionally perfect." There is no conflict between the two, and the development of IB's "localization" curriculum should firmly train all-rounders.

### **5.4 IB "localization" taps the learner's own potential to achieve the educational goal of lifelong learning**

It is the consensus of the educational circles at home and abroad to establish open lifelong education. China's international education is still in the conceptual exploration stage in the implementation of lifelong education practice. Because of the influence of traditional education concept, Chinese adults have not formed the concept of lifelong education, which needs to be reformed from the basic education stage. The local development of IB curriculum should put the concept of lifelong learning into practice and train students to carry out planned and organized learning activities continuously throughout their lives. Close contact with life practice, and constantly highlight the subjectivity, initiative, and creativity of students.

## 6. Conclusion

Based on the educational values of the IB International Baccalaureate program, this paper digs deep into the relevant theories of education and educational psychology in the curriculum. Combined with the concept of quality education and lifelong learning in contemporary Chinese education, it is not difficult to find that the two do not conflict. The localization time of IB's international courses also meets the requirements of the Chinese national curriculum. This paper attempts to provide a theoretical basis for IB localization time, but it is not perfect. It is hoped that the local curriculum framework will be implemented in further practice.

## References

- [1] Tsai Zongmao and Mao Yaqing (2013). Globalization of Higher Education: Logic and Intension Higher Education Research (07), 10-17 doi: CNKI: SUN: HIGH.0.2013 - 07 - 001.
- [2] Liu Xin (2012). Curriculum and teaching theory "localization" development issues Education Guide (12), 5-8 doi: 10.16215/j.cnki.cn44-1371/g4.2012.12.029.
- [3] Gu Mingyuan (2018). On the nature of education and educational values - to commemorate the 40th anniversary of reform and opening Educational Research (05), 4-8 doi: CNKI: SUN: JYYJ.0.2018 - 05 - 002.
- [4] Xiang Xianming (2005). The current theme of international education reform and the trend of China's education reform Journal of Beijing Normal University (Social Science Edition) (04), 5-14 doi: CNKI: SUN: BJSF.0.2005 - 04 - 000.
- [5] Xu Peng (2019). The Enlightenment of IB International Curriculum to the Curriculum Reform of Basic Education in China Cultural and educational materials (26), 190-192 doi: CNKI: SUN: WJZZ.0.2019 - 26 - 080.
- [6] Xu Peng, Xia Huixian, Chen Fabao. 2015). IB International Course - Ideas and Actions Foreign primary and secondary education (02), 54 - 58 doi: CNKI: SUN: WGZX.0.2015 - 02 - 010.