

Frequently asked questions

In addition to the **FAQs** in the *Technology guide* and the latest *Coordinator's handbook* (Section I **FAQs**), other questions may have arisen since its publication.

1. How should schools organize their technology courses?

The aims and objectives listed in the *Technology guide* should serve as a framework for schools to elaborate a detailed technology course reflecting their needs, resources and the special teaching skills of their staff.

2. Why doesn't the MYP provide a detailed syllabus for the technology as some other programmes do?

The MYP provides a curriculum framework into which teachers can insert their own content. Owing to the nature of the programme (aimed at many different types of school around the world), it would be impossible to provide a detailed syllabus for a five-year programme that allowed for all international, cultural, educational perspectives and needs.

3. How do we marry the needs of our local curriculum and those of the MYP?

It has been argued that, with the MYP, this is an easier task than in some other cases. Nevertheless, a school will have to consider this carefully. The MYP is a framework so other curricular needs may be built into the framework.

4. What possible technology courses could be delivered as part of MYP technology?

Technology courses may vary considerably from one school to another. Depending on the available resources, and specialisation of the staff, schools could explore using a variety of techniques associated with food, textiles, wood, metals, building materials, plastics, electronics, communication, programming etc. However, teachers must ensure that a problem solving approach and the design cycle are used.

5. In which ways is computer technology different from any information and communication technology course?

For a computer technology course to be considered as an MYP technology course it must allow students to develop skills in using computer systems for relevant tasks. It should also foster students' appreciation of the impact of computer systems on society and the environment. Appropriate tasks set within computer technology should include all five stages of the design cycle.

Information and communications technologies (ICT) are the computing and communications facilities, features, and software applications that support teaching, learning and a range of activities in education.

6. Can the use of computers, software and applications be considered MYP computer technology?

No. Using computers, and software applications, as a tool for learning is a strategy used by most subject areas and forms part of the MYP approaches to learning. Information literacy processes

are an integral part of technology courses and in most cases the responsibility of their teaching lies with the technology teachers. However, the sole use of computer software products do not account for computer technology. A well-planned computer technology tasks will require students to define, locate, select, organize, present and evaluate information (including the use of different computer programmes and/or software products) as part of the investigation stage, which is the first stage of the design cycle.

7. *How can technology include the notion of the fundamental concepts and the IB learner profile?*

The MYP has been guided by the three fundamental concepts that have been enhanced by the IB learner profile. Both fundamental concepts and the learner profile form the basis for the MYP's curriculum framework, which is shared by different types of schools in all parts of the world.

Do not feel overburdened by having to address the fundamental concepts and the IB learner profile in your classroom at all times. The fundamental concepts and the IB learner profile need to be taken on board and promoted by the school as a whole. As far as the technology curriculum is concerned, including such elements as appropriate interdisciplinary units, careful consideration of resources and various learning strategies in planning will help a great deal.

8. *Can the time spent in an interdisciplinary technology project be counted towards the required fifty hours of instruction?*

Yes, any amount of time spent for the design cycle can be a part of the required fifty hours.

9. *To assess an interdisciplinary task against criterion A, should the investigation solely be focused on the technology aspect?*

Not necessarily. Any investigation for the topic of the other subject is also valid, as it becomes a part of the creative process and holistic learning.

10. *Can I adapt the assessment criteria for my students who are designated as having special educational needs?*

The assessment criteria may be adapted in years 1–4 either in terms of requirements, difficulty, language, or a combination of the three, according to the need of the student. In the final year of the MYP, students must be assessed against the criteria as published. If a diagnosed special need makes assessment of some technology objectives impossible, the MYP coordinator should follow the guidelines in the "Special educational needs" section of the *MYP coordinator's handbook* so that the student is not disadvantaged when registering and submitting the levels/grade for certification.

11. *Can a group work be sent for moderation?*

For practical reasons, group work, although very important as a part of teaching and learning and often practised in technology classes, must not be submitted as part of a moderation sample.

12. *In moderation, how is the moderator factor worked out in order to adjust the results submitted by participating schools?*

The moderation factors, if any, to be applied to schools' criterion levels totals are determined by comparing the teacher's and the moderator's totals in the sample received. In most cases, two judgments per criterion are recorded on each F3.1 form, thus providing two totals from the teacher for each student. For example, in technology, the levels for criteria A, B, C, D, E and F

are added to give a total out of 36. Following moderation, there will also be two totals given by the moderator on each form. Across a sample of eight students, sixteen pairs of totals are compared, in descending order. If there is no or almost no difference between the teacher's and the moderator's totals, no moderation factors will be applied. If the teacher's totals are consistently higher by two, for example, a factor of -2 will be applied to all students' totals in that subject.

It is assumed that the teacher's application of the assessment criteria in the sample is representative of his/her application of the criteria throughout the year and in relation to all students.

Examples of how moderator factors are worked out can be found in the *MYP coordinator's handbook* (F3.4 Adjustment of results).

13. Who is responsible for the copyright clearance in the workbook produced by the workshop leader?

For all the materials selected from IB publications including the published workshop resources on the Workshop Resource Centre, leaders may feel free to include them in their workbooks. For any other additional materials, (e.g. examples of schools' curricula, units of work, students' work, illustration materials from journals, books or websites etc and any material presented by schools as part of moderation or monitoring of assessment samples) it is the workshop leader's responsibility not the regional offices, to obtain written consent from the parties in question.

14. What do I do if I find inconsistencies in MYP documents?

As the MYP curriculum documents and assessment procedures are reviewed from time to time and due to the fact that the MYP subjects guides, once published, have a 7-year life span, there may be changes which the subject guides have not been able to update in time. Workshop leaders should always refer to the latest *MYP Coordinator's Handbook* for latest policies. If workshop leaders find any inconsistencies in any MYP documents, they should contact IB Cardiff at myp@ibo.org for clarification and information.