

Summary

Strand 2 - Business and Employment Draft

Subject	Year	Start date	Duration
Information Technology in a Global Society	IB1	Week 4, October	6 weeks 12 hours

Course Part

CORE

Description

The coverage of business and employment should address the IT systems that exist as well as the ethical issues and social impacts that arise from the increased use of information technologies for both employers and employees. Students should be aware of the range of different business environments, ranging from a traditional (offline) business to businesses that are exclusively online.

Students will be expected to apply their knowledge from the topics taught in class or researched independently to the stimulus material in the externally assessed components. This may include discussing ethical issues and social impacts as well as demonstrating an understanding of the IT systems involved.

For each of the scenarios addressed, students will be expected to identify relevant stakeholders and to discuss, where relevant, potential stakeholder conflict.

Strand 2(including 1 and 3)

Inquiry & Purpose

? Inquiry / Higher Order Questions

Type	Inquiry Questions
Debatable	Are there technologies specifically designed to store and impart data, information, knowledge and wisdom?
Skills-based	What is the difference between data, information, knowledge and wisdom?
Concept-based	· To what extent does IT influence the way in which we think about the world? To what extent do these technologies determine what we regard as valuable or important? Could it be argued that the increasing global dominance of a particular form of IT gives

Curriculum

Aims

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level

Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders

Enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them

Encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user

Objectives

Knowledge and understanding of specified content

demonstrate an awareness of IT applications and developments in specified scenarios

demonstrate an awareness of the social and ethical significance of specified IT applications and developments

demonstrate technical knowledge of ITGS terminology, concepts and tools

demonstrate technical knowledge of IT systems

demonstrate knowledge and understanding of topics related to the annually issued case study (HL paper 3 only)

Application and analysis

explain the impacts of IT applications and developments in specified scenarios

analyse the social and ethical significance of specified IT applications and developments

transfer IT knowledge and make connections between specific scenarios

apply technical knowledge of IT systems acquired through independent research to provide supporting evidence in possible decisions relating to future courses of action related to the annually issued case study (HL paper 3 only)

Synthesis and evaluation

evaluate local and global impacts of specified IT developments through individually researched studies

evaluate a solution involving IT to a specified problem using knowledge of IT systems

discuss the social and ethical implications of specified IT policies and developments

evaluate, formulate and justify possible strategic courses of action related to the annually issued case study (HL paper 3 only)

Use of ITGS skills

demonstrate evidence of project management in the development of a well-organized product to resolve a specific issue

use IT tools and the product development life cycle (PDLC) to create an original product in consultation with a client

demonstrate evidence of the use of appropriate techniques to develop an original IT product

Syllabus Content

Strand 2: Application to specified scenarios

Core

2.1 Business and employment

Concepts

Students will be expected to apply their knowledge from the topics taught in class or researched independently to the stimulus material in the externally assessed components. This may include discussing ethical issues and social impacts as well as demonstrating an understanding of the IT systems involved.

For each of the scenarios addressed, students will be expected to identify relevant stakeholders and to discuss, where relevant, potential stakeholder conflict.

ATL Skills

Approaches to Learning



Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion

give students time to think through their answers before asking them for a response

reward a new personal understanding, solution or approach to an issue

ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation)

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

require students to take an unfamiliar viewpoint into account when formulating arguments

ask questions that required the use of knowledge from a different subject from the one you are teaching

include a reflection activity

make a link to TOK



Social

- In this unit, we will

have students work in small groups

allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity

have students peer assess their group performance or process

support students in resolving a conflict in a team

give a group assessment task

give students feedback on how they worked as a group

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance

encourage students to consider alternative points of view or to take the perspective of others

provide opportunities for students to make decisions



Communication

- In this unit, we will

- ask students to explain their understanding of a text or idea to each other
- construct a task around the use of different vocabulary and examples when speaking to different audiences
- have students give an oral presentation without reading from their notes
- ask students to monitor and check the quality of their writing
- construct a task so that students practise their listening skills
- assess or give feedback on speaking or writing concisely
- provide opportunities for students to read and understand different types of texts
- encourage or require students to plan a response before they begin
- ask students to formulate arguments clearly and coherently
- encourage all students to contribute to discussions



Self-management

- In this unit, we will

- set deadlines for students to meet
- require students to revise and improve on work previously submitted
- ask students to set their own learning goals
- ask students to break down a larger task into specific steps
- ask students to look for personal relevance in the subject matter
- practise or discuss strategies to increase concentration
- give students feedback on their approach to a task
- model positive skills and behaviours such as being well organized and punctual
- help students to learn from failures or mistakes
- create an atmosphere where students do not think they have to get everything right first time
- discuss planning and approaches to revision



Research

- In this unit, we will

- require students to formulate/construct a focused research question (either in class or in a homework assignment)
- reward or encourage correct citing and referencing
- assign a task that required students to use the library
- require students to practise effective online search skills (for example, use of Booleans and search limiters)
- provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources
- require students to record their search for sources in steps (types of search engines, search terms, and so on)
- give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable
- discuss or model the importance of academic honesty and clear acknowledgment of sources



Developing IB Learners

☆ Learner Profile



Inquirers



Knowledgeable



Thinkers



Reflective



Assessment

F Formative assessment

- Students' progress will be monitored through dialogue of 1-1, group and class discussions. Assessment strategies for this unit will include a variety of methods to cater for all learning styles (kinesthetic, auditory and visual learners) and to engage in the syllabus outline thoroughly. All formal summative evaluations will be marked according to IB criteria that ranges from grade 1 (very poor) to grade 7 (excellent performance). Students assessments include:
- Mini quizzes and formative activities to reinforce certain concepts.
- Projects will be given but not limited to, oral presentations.
- Short question and answer based on paper 1 and paper 2 components
- Topic starter/activities template to produce resources prepared to teach and deliver to the class.

- Homework is assigned as a vital extension of the classroom work. Students can be expected to regularly receive homework designed to reinforce concepts and skills covered in class.
- Homework includes, but not limited to, readings, worksheets, writing assignments, research, and revision for summative assessment

Summative Assessment

Summative assessment

A written theory paper exam at the end of this specific themed topic.