

MYP Project Planner

Project A 2009	UN Celebrations
Duration	First quarter 2009
Context	Using your computer skills, design a product that helps a chosen audience better understand an important aspect of your culture.
Challenge	<p>Design Brief: Use the design cycle to create a suitable information delivery system that allows the user to learn useful information related to your goal.</p> <p>Investigate:</p> <ul style="list-style-type: none"> • What topic is most suitable for your audience? Why? • Who is your audience? What allows you to understand them? • What would be interesting, useful information for the audience? • How might you communicate your information? Design specs? • Design a questionnaire to find out what people want to see in your document or what they don't know about issue. • Offer a detailed and unique design specification – later you will need this to assess your efforts. • Create at least two tests to determine the efficiency of your product. <p>Design & Plan:</p> <ul style="list-style-type: none"> • At least two possible solutions to meet the need that will use the information you have gathered appropriately • Evaluate your designs against the design specification and then choose one and justify it • Provide detailed plans including resources, peripheral needs, pros/cons of alternatives and a timeline outlining your intended use of class and HW time <p>Create:</p> <ul style="list-style-type: none"> • Your project according to your plan • Record any deviations in your journal with explanations about the cause – reflect on your work constantly. • Make your journal detailed enough to allow replications of your product. <p>Evaluate: Self, process and product.</p> <ul style="list-style-type: none"> • The usefulness of your project for your intended audience • Your use of the IT tools that were available to you • Your ability to follow the design cycle & the links to the AOI's
Resources	People involved in technology, IT lab and software, Internet and library.
Objectives	<ul style="list-style-type: none"> • Promote awareness of the local environment. • Ability to research effectively from various sources • Refine publishing and presentation skills • Expose students to “product testing” and feedback
Areas of Interaction	<p><i>ATLs</i> – personal attitudes, information literacy and organizational skills</p> <p><i>Community and Service</i> – awareness, acceptance and appreciation of other cultures</p>

MYP Computer Technology Assessment Criteria (Official)

Investigation

Level	MYP Technology Criteria
1-2	The student states the problem. The student investigates the problem, collecting information from sources. The student lists some specifications.
3-4	The student describes the problem, mentioning its relevance. The student investigates the problem, selecting and analysing information from some acknowledged sources. The student describes a test to evaluate the product/solution against the design specification.
5-6	The student explains the problem, discussing its relevance. The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources. The student describes detailed methods for appropriate testing to evaluate the product/solution against the design specification.

Design

Level	MYP Technology Criteria
1-2	The student generates one design, and makes some attempt to justify this against the design specification.
3-4	The student generates a few designs, justifying the choice of one design and fully evaluating this against the design specification.
5-6	The student generates a range of feasible designs, each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

Plan

Level	MYP Technology Criteria
1-2	The student does not reach a standard described by any of the descriptors given below.
3-4	The student produces a plan that contains a number of logical steps that include resources and time. The student makes some attempt to evaluate the plan.
5-6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design.

Creation

Level	MYP Technology Criteria
1-2	The student considers the plan and creates at least part of a product/solution.
3-4	The student uses appropriate techniques and equipment. The student follows the plan and mentions any modifications made, resulting in a product/solution of good quality.
5-6	The student competently uses appropriate techniques and equipment. The student follows the plan and justifies any modifications made, resulting in a product/solution of appropriate quality using the resources available.

- The journal is a documentation of the product creation process

Evaluation

Level	MYP Technology Criteria
1-2	The student evaluates the product/solution or his or her own performance. The student makes some attempt to test the product/solution.
3-4	The student evaluates the product/solution and his or her own performance and suggests ways in which these could be improved. The student tests the product/solution to evaluate it against the design specification.
5-6	The student evaluates the success of the product/solution in an objective manner based on the results of testing, and the views of the intended users. The student provides an evaluation of his or her own performance at each stage of the design cycle and suggests improvements. The student provides an appropriate evaluation of the impact of the product/solution on life, society and/or the environment.