

Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 4 shows some possible statements of inquiry for MYP design units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
A local invention can diffuse into a global market through successful and targeted communication.	<ul style="list-style-type: none"> • Communication • Invention, innovation, markets and trends • Orientation in space and time 	Promotion of a product/service within a new market sector/segment
Timely interaction with clients using appropriate communication techniques drives design decisions.	<ul style="list-style-type: none"> • Communication • Collaboration • Personal and cultural expression 	Developing any digital or tangible product that focused on communication with a specific client
Communities can have many different perspectives that influence the way ideas develop and new discoveries are made.	<ul style="list-style-type: none"> • Communities • Perspective • Scientific and technical innovation 	Development of software for learning or a digital learning environment
Designers adapt the form in which information is communicated in order to make it accessible to the end-user.	<ul style="list-style-type: none"> • Communities • Adaptation, form • Identities and relationships 	Developing methods of communication used to teach, for example: resources for a flipped classroom; interactive learning
Fashion products can be influenced by developments in technology, which enhance their form and function while still meeting ergonomic requirements.	<ul style="list-style-type: none"> • Development • Ergonomics, form, function • Scientific and technical innovation 	Smart materials and fashion products (thermochromic ink, wearable electronics)
Waste from one product can be used as a raw material for another, which results in	<ul style="list-style-type: none"> • Development • Resources, sustainability 	Developing closed loop manufacturing systems Recycling and reusing waste

developing a resource neutral process.	<ul style="list-style-type: none"> • Globalization and sustainability 	Design for disassembly
Systems that are designed to meet an individual's ergonomic requirements can increase their ability to function within the world.	<ul style="list-style-type: none"> • Systems • Ergonomics, function • Fairness and development 	Design for disabled Enhancing human function

Table 4
Example statements of inquiry

Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 5 shows some possible inquiry questions for MYP design units.

Factual questions: Remembering facts and topics:	Conceptual questions: Analysing big ideas:	Debatable questions: Evaluating perspectives and developing theories:
<ul style="list-style-type: none"> • Which electronic components can be used to create a sensory circuit? • What are the general rules of web design? • How can the nutritional value of a food product be determined? • What are the different aspects of form? 	<ul style="list-style-type: none"> • How do inventions impact our lives? • What is the value of negative space? • Can digital products be sustainable? 	<ul style="list-style-type: none"> • When is form more important than function? • Should all products be designed for everyone? • Are any ideas new, or are they new versions of old designs?

Table 5
Examples of factual, conceptual and debatable questions

Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 6 suggests some of the indicators that can be important in design.

Category	Skill indicator
Thinking skills	Analyse products and suggest how to improve them.
Social skills	Demonstrate active listening when interviewing clients.
Communication skills	Develop detailed design drawings for a manufacturer.
Self-management skills	Plan the creation of a solution.
Research skills	Find out how to translate 2D storyboards into 3D animations.

*Table 6
Examples of design-specific skill indicators*

Well-designed learning engagements and assessments provide rich opportunities for students to practice and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject-group objectives.

Table 7 lists some specific ATL skills that students can demonstrate through performances of understanding in design.

Approaches to learning (ATL)
Thinking (critical thinking): observe users interact with a solution in order to evaluate its success.
Research (information literacy): evaluate sources of secondary information to ensure their reliability and relevance.

*Table 7
Examples of design demonstrations of ATL skills*