

# International Baccalaureate Middle Years Programme Subject Brief

## Design

From 2014



Middle Years  
Programme

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme's Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

## I. Course description and aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems

- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

## II. Curriculum overview

The MYP promotes **inquiry** in design by developing **conceptual understanding** within **global contexts**.

**Key concepts** such as communication, communities, development and systems broadly frame the MYP curriculum.

**Related concepts** promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include adaptation, ergonomics, sustainability and innovation.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development



International Baccalaureate  
Middle Years Programme

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# Design Myp Subject Brief International Baccalaureate

**Mary Hayden, Jeff Thompson**



## **Design Myp Subject Brief International Baccalaureate:**

Immersive Learning Craig Frehlich, 2020-09-10 Most people want to reach their maximum potential and the use of tools are no different Some say power is influence If this is true then virtual reality has superpowers because of its ability to make the unreal viscerally real engaging and immersive Thanks to these powers VR can influence and affect education in ways that no technology tool has in the past This book will help people understand the power and true potential of virtual reality or VR The prime directive of this book is to provide educators with a way of thinking about how to use virtual reality in education in order to reveal its true superpowers And to arm educators with several hands on lessons to get them started on implementing VR as a tool to enhance learning outcomes Ultimately the book aims to have educators clearly understand VR s role in transforming education thus reaching its maximum potential Curriculum Design for Mathematics in the MYP Rita

Bateson, 2025-04-25 Everything you will ever need to create an innovative supportive MYP Mathematics Curriculum Rita Bateson is the former Senior Curriculum and Assessment Manager for the IB and oversaw the last curriculum review In this book you will find a one stop shop for everything Middle Years Programme from planning through delivery and assessment

*Interdisciplinary Thinking for Schools: Ethical Dilemmas MYP 4 & 5* Meredith J Harbord, Sara Riaz Khan, 2020-09-28 Interdisciplinary Thinking for Schools Ethical Dilemmas MYP 4 5 continues on from Interdisciplinary Thinking for Schools Ethical Dilemmas MYP 1 2 3 and like the first book it is not your average textbook resource Innovative ethical design projects illustrated with spectacular artwork will connect students to exciting and purposeful learning Rich primary research includes interviews with the following visionaries Alberto Alessi Astronomer Royal Martin Rees Dr Jane Goodall Jared Della Valle and the Stephanie Alexander Kitchen Garden Foundation The interdisciplinary units have been written with a focus on creativity critical thinking and exploration of embedded ethical dilemmas Our strategies support the growth of an innovative and student centered curriculum to generate real world sustainable solutions to problems in keeping with the IB MYP philosophy The authors Dr Meredith J Harbord and Sara Riaz Khan are two experienced MYP design teachers whose approach advocates respect for oneself the community and the world Educational Reform and International Baccalaureate in the Asia-Pacific Coulson, David Gregory, Datta, Shammi, Davies, Michael James, 2021-02-19 The need to reform secondary level education to prepare young people for new economic realities has emerged In an age of constant career changing cognitive flexibility is a top priority skill to develop in today s students This shift requires methodological innovation that enhances children s natural abilities as well as updated focused teacher education in order to prepare them adequately Educational Reform and International Baccalaureate in the Asia Pacific is a collection of innovative research that examines the development and implementation of IB curricula Highlighting a wide range of topics including critical thinking student evaluation and teacher training this book is ideally designed for educators curriculum developers instructional designers administrative officials policymakers researchers academicians and students **Proceedings of the Art and Design International Conference**

**(AnDIC 2016)** Rusmadiyah Anwar,Muliyadi Mahamood,D'zul Haimi Md. Zain,Mohamad Kamal Abd Aziz,Oskar Hasdinor Hassan,Shahriman Zainal Abidin,2018-06-18 This book of conference proceedings contains papers presented at the Art and Design International Conference AnDIC 2016 It examines the impact of Cyberology also known as Internet Science on the world of art and design It looks at how the rapid growth of Cyberology and the creation of various applications and devices have influenced human relationships The book discusses the impact of Cyberology on the behaviour attitudes and perceptions of users including the way they work and communicate With a strong focus on how the Cyberology world influences and changes the methods and works of artists this book features topics that are relevant to four key players artists intermediaries policy makers and the audience in a cultural system especially in the world of art and design It examines the development problems and issues of traditional cultural values identity and new trends in contemporary art Most importantly the book attempts to discuss the past present and future of art and design whilst looking at some underlying issues that need to be addressed collectively     **Introducing the IB Diploma Programme** Marc Abrioux,Jill Rutherford,2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time effort and money in order to become authorised This manual is a resource for schools already offering the diploma as well as for prospective diploma schools     **The International Baccalaureate: 50 Years of Education for a Better World** George Walker,Ian Hill,Judith Fabian,2018-10-19 To celebrate its 50th anniversary the IB proudly invites you to read about the first half century of its ongoing story Written by a series of significant figureheads and stakeholders this book describes and celebrates the ways in which the IB has seized the opportunity not only to address the need for an internationally recognized certification of educational achievement but also to frame a global vision for values based learning that improves the prospects for a better and more peaceful world Contributors Carolyn Adams Sir John Daniel Judith Fabian Howard Gardner Laura Gardner Jenny Gillett Matt Glanville Judith Guy Robert Harrison Gareth Hegarty Ian Hill Carol Inugai Dixon Siva Kumari Andrew Macdonald Andrew Macle hose Pilar Quezzaire Angela Riviere Dominic Robeau George Rupp HRH Princess Sarvath El Hassan of Jordan Anthony Tait Nicholas Tate George Walker     **Tools for Teaching Conceptual Understanding, Secondary** Julie Stern,Krista Ferraro,Juliet Mohnkern,2017-02-02 Students become experts and innovators through Concept Based teaching Innovators don t invent without understanding how the world works With this foundation they apply conceptual understanding to solve problems We want students to not only retain ideas but relate them to other things they encounter using each new situation to add nuance and sophistication to their thinking Discover how to help learners uncover conceptual relationships and transfer them to new situations Teachers will learn Strategies for introducing conceptual learning to students Four lesson frameworks to help students uncover conceptual relationships How to assess conceptual understanding and How to differentiate concept based instruction     **IB World Schools Yearbook 2010** Wendy Bosberry-Scott,2010 This yearbook is the official guide to schools offering the International Baccalaureate Diploma Middle

Years and Primary Years programmes It tells you where the schools are and what they offer and provides up to date information about the IB programmes and the International Baccalaureate Organization

**Exploring Issues of Continuity: The International Baccalaureate in a wider context** Jeff Thompson, Mary Hayden, 2013-09-09 Exploring Issues of Continuity The IB in a wider context examines continuity across the IB programmes and more widely across the sphere of international education

The International Baccalaureate in Asia Moosung Lee, Ewan Wright, Allan Walker, 2024-12-31 Drawing on extensive scholarly work datasets and experience with International Baccalaureate IB schools in Asia this book illuminates contemporary debates discussions and discoveries surrounding IB schools in the region Schools adopting IB programmes are growing exponentially worldwide where Asia has seen the fastest growth since 2000 By critically exploring the roles practices and impacts of IB schools this book enhances our understanding of whether and how IB programmes can drive improvements in school practices and systems in Asia The book is organised into four parts and 12 chapters aiming to discern the light and shadow of schools implementing IB programmes Part 1 provides insights into International Baccalaureate Diploma Programme IBDP students learning experiences and outcomes Part 2 focuses on school leadership examining the role of leadership in programme implementation and its relationship with IBDP student achievement Part 3 offers a comparative perspective on the IB exploring topics such as the pedagogical characteristics of the Middle Years Programme MYP the introduction of IB programmes into local and national education systems and comparing the promised and actual benefits between the IBDP and other international programmes Finally Part 4 addresses two critical issues related to the expansion of IB programmes in Asia the introduction and operation of IB programmes within national contexts and the emergence of educational stratifications and inequalities by the expansion of IB schools Built on substantial data and empirical studies this book fills a crucial gap in understanding the evolving nature of IB programmes in Asia It provides readers with a critical and comprehensive understanding of the changing landscape of IB schooling practices and systems in the region This book is an invaluable resource for academics educators scholars and graduate students in the fields of educational leadership and administration comparative and international education higher education and education policy and governance

*Foreign Language Education in America* Steven Berbeco, 2016-04-08 Foreign language teaching in America today falls into three distinct fields of influence and interest public and private schools college and other post secondary programs and courses for adult learners At a time when academics and instructors in each of these fields seek to answer similar questions too few published resources recognize and address the parallels among them In response Foreign Language Education in America is an edited book with contributions that represent the diversity in foreign language education today including perspectives from elementary middle schools high schools university level courses summer programs federal government and international learning This is a practical guide to the state of the field that fills a much needed gap for scholars researchers administrators and practitioners who are looking for a resource that describes effective

practices across the field      *Private Schools in the Kurdistan Region of Iraq* Hassun, Hishyar, 2023-03-16 This book addresses the development and the functions of private schools in the Kurdistan Region of Iraq A region that witnessed a huge change in the education system after its establishment in 1992 alongside with the rise of private schools numbers Private school choice and profiles of private education providers are discussed based on empirical data The data consist of using document analysis of 10 private education providers websites to describe the profiles of private education providers as well as a questionnaire n 223 conducted with parents to find out the most important factors influencing the choice of private schools The study shows that private schools in Kurdistan Region of Iraq connect students to the globalized world through using English as the medium of instruction which is considered the most important factor that parents consider in choosing private schools The choice of private schools can be seen as a reflect for a globalized movement towards the privatization of education      **Quality in African Higher Education** ,2025-05-19 This book examines quality higher education as a stimulus for sustainable development in selected regions of Africa Its underlying principle flaunts quality higher education as indispensable for sustainable development The first part of the florilegium discusses the context and need for sustainable development using higher education as an impetus The second part focuses on quality assurance processes and mechanisms for enhancing higher education to drive sustainable development in the continent The book will ignite interest among researchers and protagonists of higher education education management and sustainable development Contributors are Christopher Mukidi Acaali Benjamin Ahimbisibwe Arlinda Manuela dos Santos Cabral Samwel Credo Rajkumar Durairaj John Michael Etoru Nangula Iipumbu Joseph Iyanda Ngepathimo Kadhila Stella Maris Kamanzi Ambrose T Kessy Alfred Kirigha Kitawi James Lam Lagoro Gilbert Likando Felichesmi S Lyakurwa Janeth Jonathan Marwa Kennerth Matengu Lazarus Nabaho Peter Neema Abooki John Nyambe Dino Raja Adebayo Tajudeen Sanni Itumeleng I Setlhodi Tibs Jimmy Tumwesigye and Mumbi Maria Wachira      **Private Secondary Schools: Traditional Day and Boarding Schools**

Peterson's, 2011-05-01 Peterson's Private Secondary Schools Traditional Day and Boarding Schools is everything parents need to find the right day or boarding private secondary school for their child Readers will find hundreds of school profiles plus links to informative two page in depth descriptions written by some of the schools Helpful information includes the school's area of specialization setting affiliation accreditation subjects offered special academic programs tuition financial aid student profile faculty academic programs student life admission information contacts and much more      **Encyclopedia of**

**Educational Reform and Dissent** Thomas C. Hunt, James C. Carper, Thomas J. Lasley, II, C. Daniel Raisch, 2010-01-12 Educational reform and to a lesser extent educational dissent occupy a prominent place in the annals of U S education Whether based on religious cultural social philosophical or pedagogical grounds they are ever present in our educational history Although some reforms have been presented as a remedy for society's ills most programs were aimed toward practical transformation of the existing system to ensure that each child will have a better opportunity to succeed in U S

society Educational reform is a topic rich with ideas rife with controversy and vital in its outcome for school patrons educators and the nation as a whole With nearly 450 entries these two volumes comprise the first reference work to bring together the strands of reform and reformers and dissent and dissenters in one place as a resource for parents policymakers scholars teachers and those studying to enter the teaching profession Key Features Opens with a historical overview of educational reform and dissent and a timeline of key reforms legislation publications and more Examines the reform or dissent related to education found in theories concepts ideas writings research and practice Addresses how reformers and dissenters become significant culture shaping people and change the way we conduct our lives Key Themes Accountability Biographies Concepts and Theories Curriculum and Instruction Diversity Finances and Economics Government Organizations Advisory Organizations Business and Foundations Organizations Curriculum Organizations Government Organizations Professional Organizations Think Tanks Public Policy Religion and Religious Education Reports School Types Special Needs Technology This authoritative work fills a void in the literature in the vast areas of educational reform and dissent making it a must have resource for any academic library Availability in print and electronic formats provides students with convenient easy access wherever they may be **IB World Schools Yearbook 2009** Wendy Bosberry-Scott,2009 *Where Is the Teacher?* Kyle Wagner,2024-08-01 Kids today can learn more from a five minute YouTube video or AI chatbot than they can from a full day of lectures So what then is our role as classroom teachers In this groundbreaking book seasoned educator Kyle Wagner explains the new role of the teacher in the 4th industrial revolution You will learn how to shift from being a deliverer of content to a thoughtful designer and facilitator of student centered learning experiences who gently guides from behind the scenes Kyle a veteran co learning experience designer former classroom teacher and school leader unpacks each of the 12 shifts required to build these student centered environments Chapters cover how to shift from a content based to inquiry based approach develop relevant interdisciplinary skills cultivate meaningful student reflection curate beautiful real world work facilitate student led discussion and more Through stories from real student centered classrooms around each shift and anecdotes from the author s experience teaching and leading micro academies you will come away ready to unleash student creativity build thoughtful inquirers and develop self directed learners within your own context Science Education International ,2001 *Independent Schools Yearbook 2012-2013* none,2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS

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