

Digital society teacher support material

First assessment May 2024

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Diploma Programme

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

About the TSM

Welcome to the digital society teacher support material (TSM). This TSM accompanies the *Digital society guide* and is intended to add insight, inspiration and guidance to the teacher and student journey.

This is an onboarding resource that illustrates authentic learning, teaching and assessment practices for the course. Teachers are encouraged to approach the TSM and subject guide with creativity and responsiveness to student interests, current events and new developments.

The TSM at-a-glance

The TSM includes the following sections.

Introduction

- An opening section addresses frequently asked questions (FAQs) about the course. Guidance for offering digital society in your school and opportunities for professional development are also outlined.

Digital society in context

- This section highlights features about digital society.

The digital society classroom

- This section provides insights into approaches to teaching and learning in the digital society classroom.

Preparing for assessment

- This section offers high-level guidance to prepare students for summative assessment in the course.

Guidance for external assessment

- This section provides targeted guidance on the course's examinations.

Guidance for internal assessment

- This section provides targeted guidance on the course's inquiry project component.

Wider resources

- This section highlights opportunities to integrate additional resources into the course.

Acknowledgements

The IB thanks the educators, consultants and schools who contributed time and resources to the development of the *Digital society guide* and this TSM.

Frequently asked questions

What is digital society?

Digital society is a course in the individuals and societies subject group, designed for young people interested in exploring digital systems and technologies in the contemporary world. As with all individuals and societies subjects, students investigate topics involving human behaviour and relationships in time and space. Digital society explores topics and real-world examples through a structured approach to inquiry.

Why is the course named “digital society” and not “digital societies” (or another name)?

Digital society refers to the course name as well as to a shared global experience. Many names may be used to describe the present moment in human history and society. No one name is exhaustive, definitive or uncontested. Some names, such as the computer age, information society or the fourth industrial revolution, highlight specific inventions, platforms or impacts.

The digital society name was chosen to indicate an open, inclusive and debatable starting point for addressing the rapidly changing nature of technology, media, ethics and policy. The course name is an invitation to unpack the multiple, uneven and evolving nature of the world today.

Why (and how) is digital society interdisciplinary?

Digital society is an interdisciplinary course positioned within the individuals and societies subject group. This means that completing the course fulfils programme requirements related to this group. The rationale for approaching digital society as an interdisciplinary course relates to the diverse perspectives, methods and ways of thinking that real-world professionals and practitioners associate with the course's topics. In this way, the course welcomes teachers and students with varied interests ranging from history, IT, media, economics, philosophy, film and beyond.

How can I offer digital society in my school?

Any school authorized for the Diploma Programme (DP) and/or the Career-related Programme (CP) may offer digital society. The TSM provides information about professional development opportunities as well as resources that may be useful for talking with students, teachers, coordinators and parents.

What are some ways to introduce digital skills into my teaching of digital society?

This course is student centred and inquiry based. It is expected that inquiries will integrate experiential learning, the development of skills, and collaboration with others using digital tools and platforms. The internally assessed coursework component is a digital media design project that will benefit from these experiences. Additionally, the guide and TSM highlight strategies to connect learning in the course with practical experiences such as workshops and activities involving robotics, coding, design and more.

How is digital society assessed?

As with other individuals and societies subjects, digital society is assessed using examinations and coursework. All summative assessment components are aligned to clear objectives and support higher-order thinking. Assessment details are presented in the guide, with additional guidance provided in the TSM.

What are some college and university pathways suitable for digital society students?

There are several post-secondary pathways well suited for digital society students. These pathways include STEM-related fields (science technology, engineering, mathematics), interdisciplinary studies, and further work involving the social sciences and humanities. The attributes and ways of thinking exemplified by digital society students are future focused and designed for success within the university sector as well as the contemporary workforce.

Preparing to launch

Digital society is designed to appeal to teachers and students interested in media, technology, history, economics, politics, philosophy and more. The relevance of the course to this diverse community makes launching the course in your school an exciting and rewarding experience.

The resources in this section may be helpful for teachers and coordinators interested in offering the course. Additionally, the images and resources included with the TSM can be adapted by schools as they prepare to launch the course in their school community.

Resources

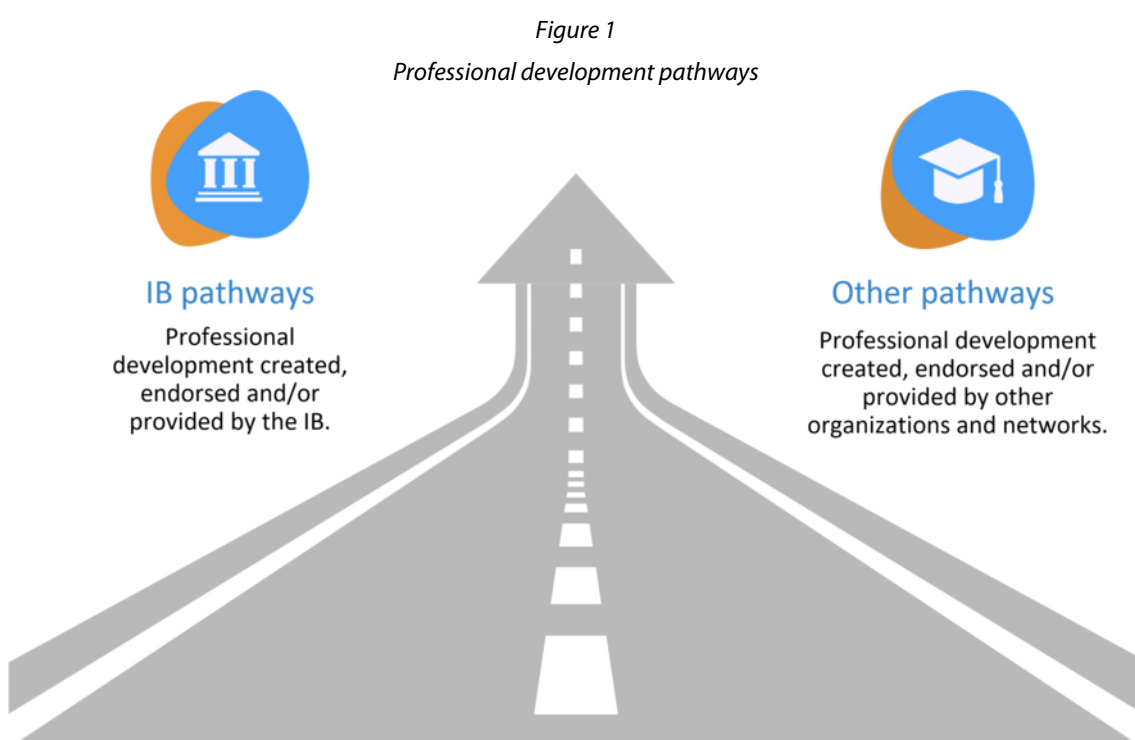
These resources introduce important features about the course.

- [Preparing to launch \(MP4\)](#)
- [Preparing to launch \(PPT\)](#)

Professional development opportunities

Pathways for professional development

There are several opportunities for teachers to enhance their teaching of digital society



IB pathways	Other pathways
<p>Workshops: The IB offers workshops for teachers interested in professional development.</p> <ul style="list-style-type: none"> See the professional development pages at ibo.org/professional-development for information about workshops. <p>Digital resources: The IB provides classroom resources that are developed by IB educators.</p> <ul style="list-style-type: none"> See the IB website for information about the Digital Learning Channel. <p>IBEN: The IB educator network (IBEN) ensures a high-quality experience in classrooms and schools. Through IBEN, educators can be trained for several roles, becoming workshop leaders as well as school and consultant visitors.</p>	<p>Social studies and humanities organizations: Several organizations support social studies and humanities education with classroom materials and resources. Teachers are encouraged to explore these organizations for possible connections with the course.</p> <ul style="list-style-type: none"> See, for example, the National Council for the Social Studies (NCSS) at socialstudies.org/standards/national-curriculum-standards-social-studies-introduction. <p>Digital technology organizations: Organizations that focus on digital technology and media education offer excellent professional development opportunities aligned with the course. Some organizations allow educators to become certified</p>

IB pathways	Other pathways
<ul style="list-style-type: none"> See your region's IBEN page at ibo.org/about-the-ib/the-ib-by-region for information. <p>IB examiners and/or assessment developers: Digital society educators are encouraged to become examiners and/or examination developers.</p> <ul style="list-style-type: none"> See ibo.org/jobs-and-careers/become-an-assessment-ib-educator/become-an-ib-examiner for information about becoming an examiner. See ibo.org/jobs-and-careers/become-an-assessment-ib-educator/learn-more-about-exam-publishing-roles for information about examination publishing roles. 	<p>experts in the use of tools, approaches and platforms.</p> <ul style="list-style-type: none"> See, for example, the International Society for Technology in Education (ISTE) at iste.org. <p>IB-related organizations and networks: IB teachers and schools often participate in networks focused on a particular region or school type. These networks offer opportunities to develop competencies and to connect with other teachers.</p> <ul style="list-style-type: none"> See ibo.org/contact-the-ib/associations-of-ib-schools for initial information regarding Associations of IB World Schools (AIBWS).

Welcome to digital society

This section highlights features of digital society, its students and community.

The digital revolution

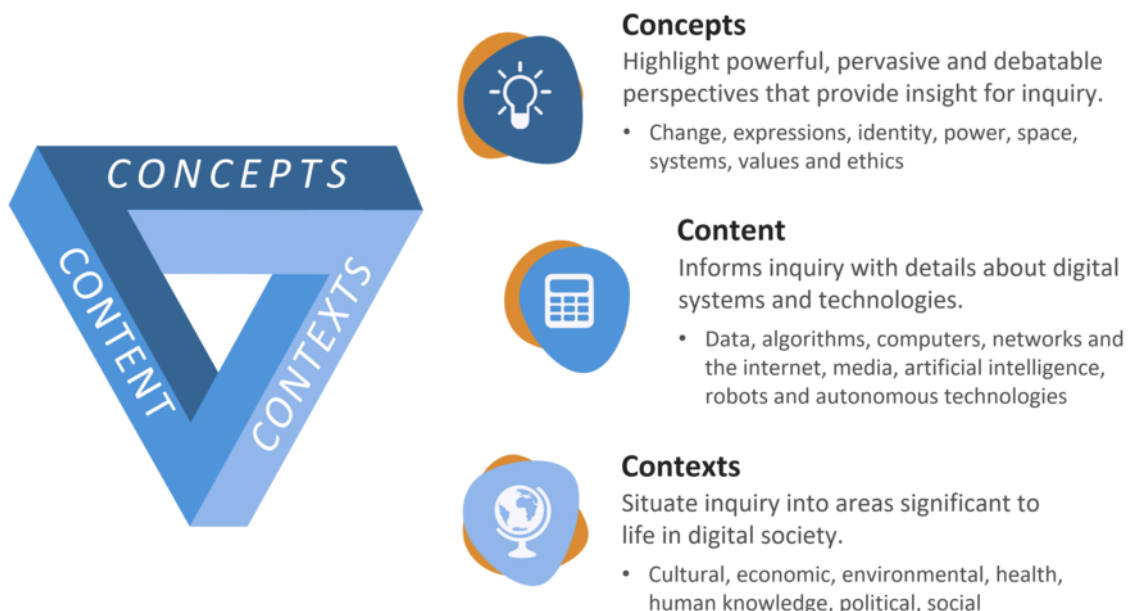
We are in a revolution that is changing the way we communicate, collaborate, create and connect. Like other turning points in history, this digital revolution has profound implications for people, communities and institutions.

Experimental, timely and practical, digital society approaches changes in technology, media, ethics and policy through conceptual and contextual lenses. The course invites teachers and young people to become partners who explore these developments together. The goal of digital society is to prepare young people to shape and lead the future world that is rapidly emerging around us.

An inquiry-driven approach

Digital society is a student-centred course with a uniquely flexible curriculum model that integrates concepts, content and contexts through inquiry. During the course, teachers and students are encouraged to let their interests and passions guide new and changing combinations of these core elements.

Figure 2
Visualizing the curriculum framework



Resources

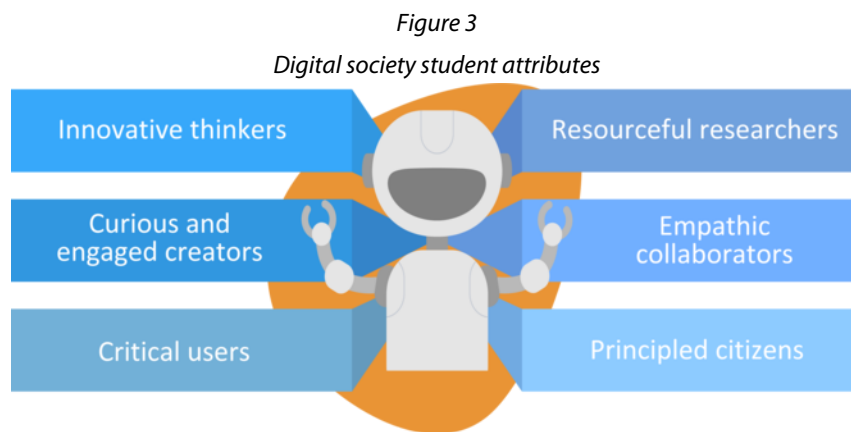
This resource provides an overview of the course, designed for easy sharing.

- [Digital society subject brief](#)

Digital society students

Digital society attributes and the learner profile

Digital society students embody attributes inspired by those in the IB learner profile.



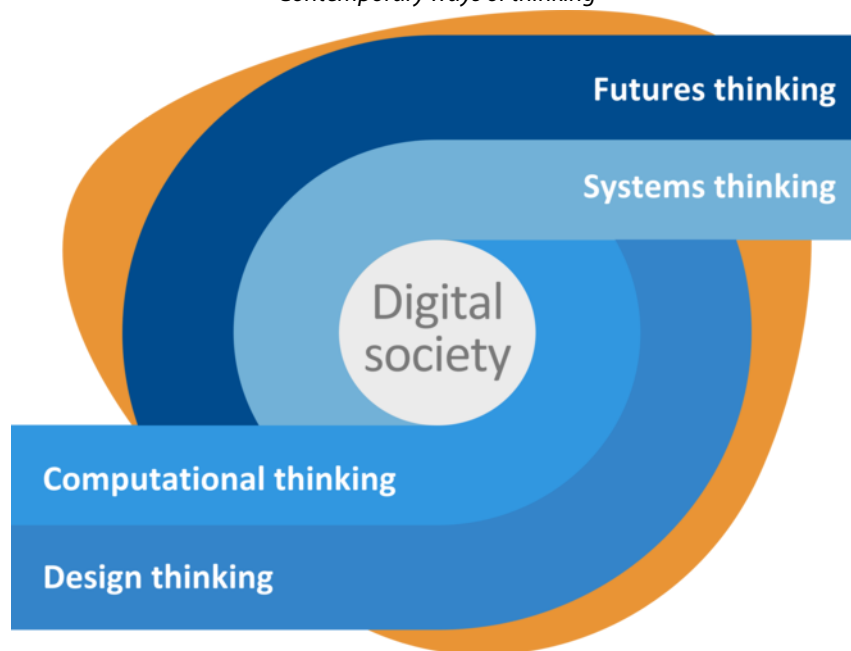
Student attribute	Description and examples in practice	Connections to learner profile attributes
Innovative thinkers	Students strive to understand digital society in new ways. <ul style="list-style-type: none"> Lead workshops exploring digital technologies with other students. 	Knowledgeable Thinkers Reflective
Resourceful researchers	Students approach diverse sources of information with insight and imagination. <ul style="list-style-type: none"> Participate in discussions about current events, new publications and research platforms. 	Inquirers Open-minded Risk-takers
Curious and engaged creators	Students link practical experiences to their inquiries into digital society. <ul style="list-style-type: none"> Participate in design projects to support community initiatives. 	Inquirers Communicators Risk-takers
Empathetic collaborators	Students enrich their learning by working with others, locally and globally. <ul style="list-style-type: none"> Collaborate on projects and design sprints with students in other classes and schools. 	Communicators Principled Open-minded Caring
Critical users	Students evaluate the impacts and implications of digital systems for people and communities.	Thinkers Principled Reflective

Student attribute	Description and examples in practice	Connections to learner profile attributes
	<ul style="list-style-type: none"> Investigate local impacts and implications of digital technologies and systems with invited speakers, site visits, user stories and through community outreach. 	
Principled citizens	<p>Students act and lead, guided by ethical values.</p> <ul style="list-style-type: none"> Offer ethical responses to digital needs in their school and community. 	<p>Principled Balanced Reflective</p>

Ways of thinking in digital society

Digital society students exemplify contemporary ways of thinking central to a future-focused education.

Figure 4
Contemporary ways of thinking

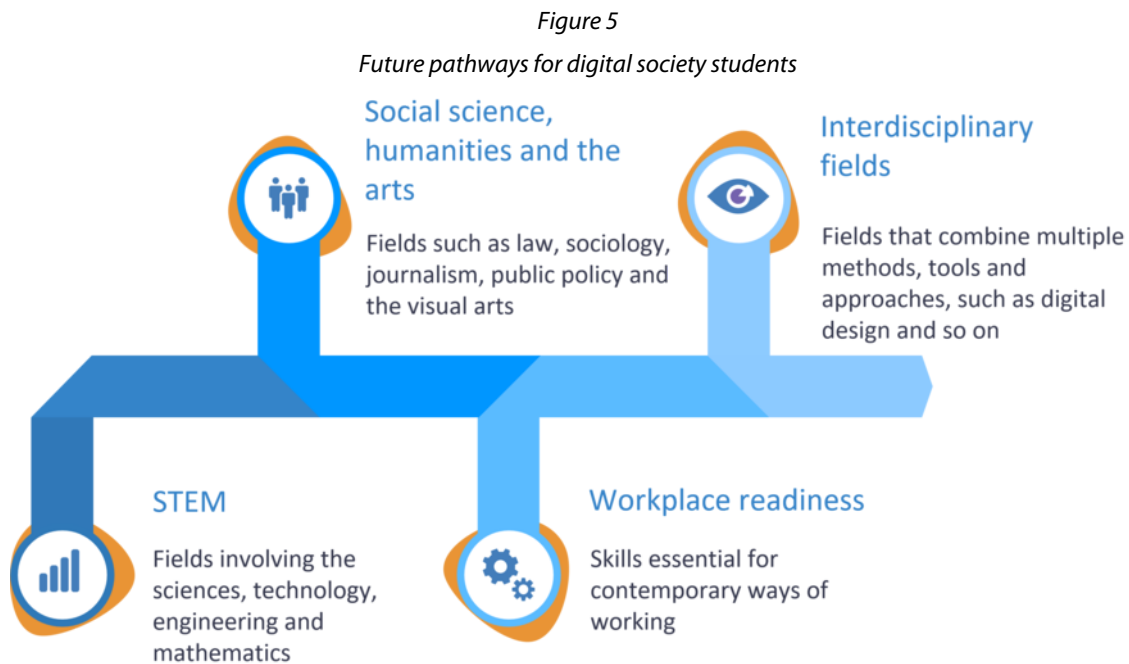


Ways of thinking	Description and connections to digital society
Computational thinking	<p>A process-oriented form of problem-solving based on methods used by computer scientists, programmers and others. Computational thinking focuses on breaking down problems into parts, looking for similarities, identifying important information and creating a logical plan for a solution. Computational thinking approaches involve abstraction, decomposition, pattern recognition, algorithmic design and iteration. Computational thinking is useful in the arts, sciences, humanities and everyday life.</p> <ul style="list-style-type: none"> Digital society inquiries support a process-oriented and problem-solving mindset that naturally aligns with computational thinking.
Design thinking	<p>A creative, collaborative and human-centred process that seeks innovative and practical ways to solve real-world problems. Design thinking integrates ethical values and user experiences to form recommendations. Design thinking encourages empathy, problem framing and solving, as well as user consultation, prototyping and ongoing reflection.</p> <ul style="list-style-type: none"> Students collaborate in inquiries focused on real people and communities. Prototyping solutions is strongly encouraged.
Futures thinking	<p>A way of exploring the future nature of a problem or technology that exists in the world today. Futures thinking focuses on trends, forecasts and scenarios that may take</p>

Ways of thinking	Description and connections to digital society
	<p>place in possible, probable and preferable futures. Futures thinking is interdisciplinary and combines imagination with methods from many fields and professions.</p> <ul style="list-style-type: none"> • Digital society values interdisciplinary perspectives, tools and methods as students consider future impacts and implications in their inquiries.
Systems thinking	<p>A way of understanding dynamic relationships within systems. Systems thinking uses tools such as modelling and visualizations to express how systems work. Some common visualization tools include casual loop diagrams, stock/flow diagrams, functional and iceberg modelling, as well as network mapping.</p> <ul style="list-style-type: none"> • Digital society develops a systems mindset in which students consider the complex relationships between people and technologies in context.

Future pathways

There are several future pathways well suited for digital society students.



Pathway	Description	Possible fields
STEM-related fields	STEM encompasses a variety of existing and new fields interested in the design and innovative use of digital systems and technologies within science, technology, engineering and mathematics.	<ul style="list-style-type: none"> • Computer science • Medicine • Applied engineering • Data science
Social sciences, humanities and related fields	Sometimes known as the liberal arts and/or in abbreviated formulations such as SHAPE (social sciences, humanities and the arts for people and the economy), these fields are diverse and integrate digital tools to better understand human behaviours and relationships in time and space.	<ul style="list-style-type: none"> • Law • History • Sociology • Public policy
Interdisciplinary fields	These fields combine the tools, methods and approaches of more than one discipline in dynamic ways. Frequently, interdisciplinary studies focus on complex issues or problems that cut across many different areas.	<ul style="list-style-type: none"> • Science, technology and society studies • Digital arts and media • Global challenges

Workplace readiness

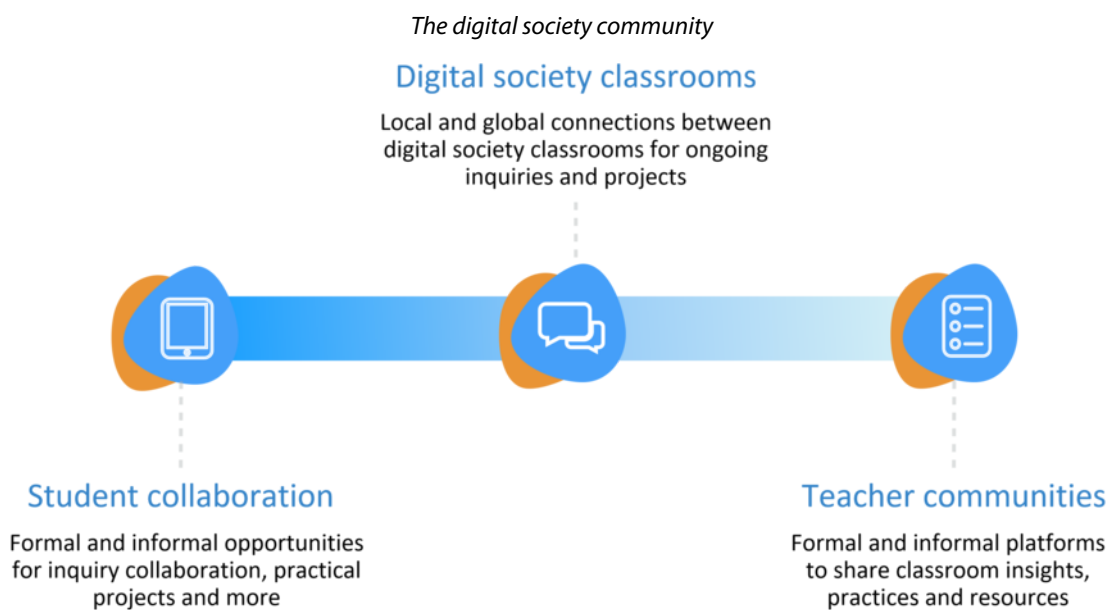
Digital society students are well prepared for workplace success. Skills developed throughout the course—including project management, research, critical and creative thinking as well as multimedia communication—are vital for contemporary ways of working.

The digital society community

Community collaboration

Collaboration with the wider digital society community is essential for the course. Through collaboration, teachers and students share insights about course topics and pursue shared projects and inquiries.

Figure 6



Ways to collaborate

There are several formal and informal ways to foster a collaborative approach to the course.

- **Social media** connects classrooms, students and teachers. Teachers may consider searching and tagging digital society-related activities using a common hashtag (for example, #IBDigitalSociety) across social media channels and platforms.
- **Online communities and forums**, including those provided by the IB, are excellent ways to stay updated with course developments and news items, as well as to share good practice for the classroom.
- **Conferencing tools and platforms** such as those used in video conferencing, virtual whiteboards and collaborative spaces, and project management services as well as digital media platforms can provide opportunities to collaboratively explore the digital society course.

Core principles for the classroom

In the digital society classroom passionate educators engage students with relevant real-world examples and issues. The IB approaches to teaching and learning inform and shape these experiences by:

- engaging students in structured inquiry
- promoting concurrency of learning through connections to other subjects and areas of learning
- encouraging student agency and self-directed learning
- enhancing the coherence and relevance of students' DP experiences.

The IB approaches to teaching and learning are interconnected and overlap. They are briefly outlined in the following table.

Teaching	Learning
Encourages student curiosity and discovery through inquiry	Activates critical and creative thinking
Supports transfer, reflection and interdisciplinary connections through conceptual understanding	Develops social skills, including teamwork and collaboration with other students and peers
Is relevant according to the local and global contexts of students and teachers	Provides multiple opportunities for sharing and communicating discoveries and insights
Involves ongoing collaboration with other teachers and students in course delivery	Develops self-management skills, such as resiliency, planning, organization and reflection
Meets the needs of all students through differentiation and inclusion	Engages in sustained research , inquiry and multiple literacies
Is informed by assessment in which students evidence their learning and accomplishments	

Alongside attributes of the learner profile, these principled approaches shape the design of the digital society course. They should inspire teachers and students as they plan and deliver personalized versions of the course to fit their contexts and interests. In this way, teaching and learning expands the traditional frontier of the classroom to create hybrid third spaces that are powerful sites for exploration and collaboration.

Resources
<p>This publication discusses the core elements of an IB education.</p> <ul style="list-style-type: none"> • <i>What is an IB education?</i>

Approaches to teaching

The following approaches to teaching provide insight to accompany the guide. Classroom strategies that position teachers as active coaches and facilitators for discovery are also included.

Inquiry

apart from inquiry, ... individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.

(Freire 2018)

Inquiry in the digital society classroom encourages ongoing dialogue with students about significant and authentic areas that interest them. Sparking student passion and curiosity gives life to inquiry.

Inquiry in the digital society course

A subject-specific inquiry stages model is described in the guide. This inquiry model places student agency at the centre of all learning experiences. The inquiry model is structured using **stages** and **approaches** as well as a **course toolkit**.

Inquiry **stages** facilitate the delivery of the course through defined aims that begin with a focus on real-world examples and connections to concepts, content and contexts.

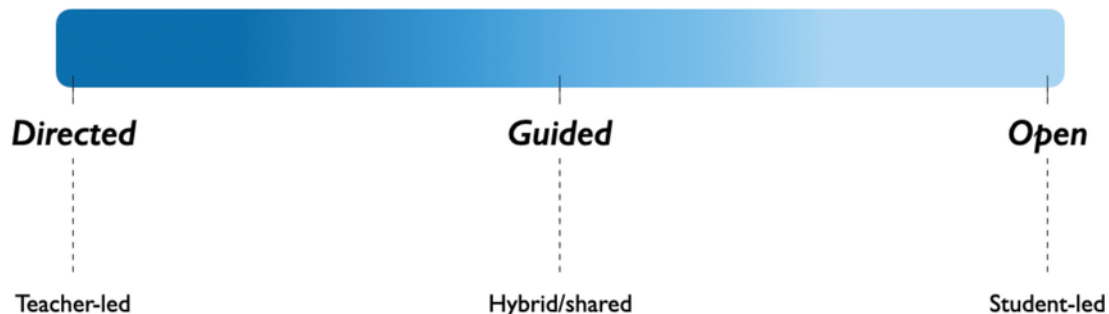
Figure 7

Digital society inquiry stages



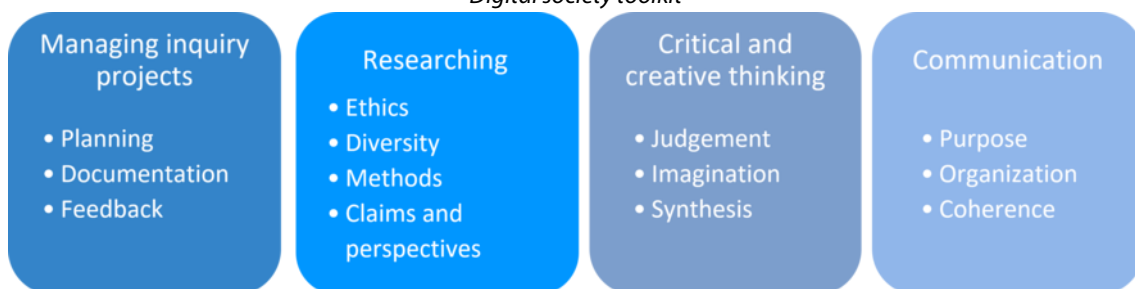
Inquiry **approaches** scaffold the delivery of the course with an adaptable mix of directed, guided and open inquiries.

Figure 8
Digital society approaches to inquiry



The **course toolkit** supports inquiry with interdisciplinary skills such as project management, research, critical and creative thinking, and multimedia communication.

Figure 9
Digital society toolkit



There are many ways to plan and deliver inquiry. The subject-specific model is recommended as it aligns with the guide and assessment components.

Resources

This resource is an inquiry planner template. An inquiry planner is an important element of course design that is discussed in more detail later in the TSM. The planner is not prescriptive but illustrates one possible approach.

- [Inquiry planner template \(DOC\)](#)
- [Inquiry planner template \(PDF\)](#)

Enriching the student experience

Inquiry-based education is an inclusive category with many complementary approaches. Teachers are encouraged to discover and adapt their own approaches to enrich the student experience.

Experiential learning helps students construct knowledge, skills and values through active hands-on activities and direct experiences. In experiential learning, students examine real-world sources of information and stimulus in a variety of contexts, including those associated with their own identities, cultures and communities. Experiential learning can be immersive, site-specific, virtual and/or seamless and may involve formal and informal classroom adventures, field trips, experiments and play.

Strategies to support experiential learning

- Integrating service learning, creativity, activity, service (CAS) projects and community-based campaigns into the classroom.
- Working with organizations and businesses to establish technology- and media-based internships.
- Supporting and supervising design sprints that address local problems and challenges.

Project-based learning, phenomenon-based learning and/or problem-based learning involve individual and group investigations into complex phenomena, problems or challenges that are often interdisciplinary and open-ended. Many project/phenomenon/problem-based learning approaches share a similar process leading to proposed solutions or interventions. Students often exercise varying levels of control over projects that they will be working on, including the form the project will take and how they share findings with others. Project/phenomenon/problem-based learning approaches lend themselves to collaboration.

Strategies to support project, phenomenon and/or problem-based learning

- Modelling expectations for teamwork and collaboration as well as varied ways to evidence and document student work.
- Working with students to align project/phenomenon/problem-based learning activities with course objectives and assessments.
- Collecting and/or conducting case studies involving course concepts, content, contexts and challenge topics.

Discovery-based learning is an active-learning approach that uses structured and guided inquiries to expose students to questions and experiences. This is done in such a way that they discover intended concepts, knowledge and skills for themselves with teacher support. Discovery inquiries are usually scaffolded and include a mixture of teacher-led instruction and classroom dialogue.

Strategies to support discovery-based learning

- Adopting gradual release and shared responsibility frameworks to shift the locus of control to students for defined projects and activities.
- Ensuring student choice and optionality in lessons, inquiries and learning experiences.
- Reducing rigid timetables and directed-content lessons to focus on just-in-time needs that address specific projects and inquiries.

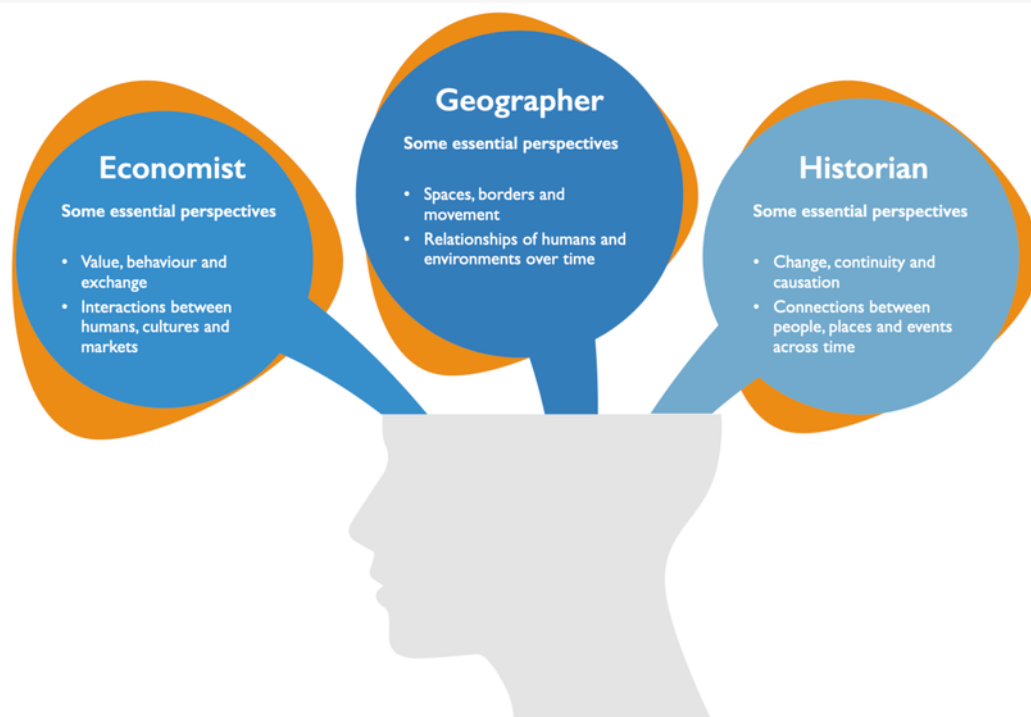
Conceptual understanding

Conceptual understanding is a higher-order outcome and process in which details, events and real-world examples interact with broader, more abstract categories and ideas. This movement between factual, procedural and metacognitive understanding creates powerful new associations that can be transformative.

In the social sciences and humanities, conceptual understanding foregrounds the threshold insight that facts are never neutral. In these disciplines, facts are always situated within complex and contested layers of interpretation involving social forces larger than any one individual or community. Thinking like a social scientist often assumes different guises according to distinctive fields of study.

Figure 10
Conceptual understanding: Thinking like a ...

Thinking in the social sciences and humanities involves forms of conceptual understanding that see the world as unfinished, open to multiple perspectives and worthy of continual exploration. Each of these perspectives (along with many others) are essential to consider in digital society.



Teaching for conceptual understanding thrives on active inquiry and collaboration. The guide supports conceptual understanding by indicating big ideas (**enduring understandings**) as well as open-ended big issues (**areas for inquiry**) worthy of deep thinking and exploration.

Theories and frameworks in digital society

Conceptual understanding in digital society is not limited to the course concepts. Each concept, however, points to powerful theories and frameworks that are often used in the social sciences and humanities to support conceptual understanding. The following table provides a possible starting point for engaging with these relevant theories and frameworks.

Concept	Possible theories and frameworks
Change	<ul style="list-style-type: none"> Models of technological change—for example, those that explore stages of research, invention, innovation and diffusion Teleological and cyclical theories of change and history Types of history, including cultural, economic, social, feminist, and so on
Expression	<ul style="list-style-type: none"> Semiotic and structuralist theories and frameworks Post-modernism and cultural studies Performativity and performance theory Media, reception and film theories
Identity	<ul style="list-style-type: none"> Theories involving identity formation and the social construction of identity

Concept	Possible theories and frameworks
	<ul style="list-style-type: none"> Multiple waves of identity-centred scholarship such as feminist and/or LGBTQ perspectives Conformity, stereotype and deviance theories Transhumanism and post-humanism frameworks Self-concept, social status and identity formation models
Power	<ul style="list-style-type: none"> The major power perspectives: realism, liberalism, critical theories, relativism, universalism Frameworks and approaches to power/knowledge Theories about social control, hegemonic power, hard and soft power
Space	<ul style="list-style-type: none"> Theories and frameworks exploring the spatial turn in social science Theories about social space, hybrid space and third space/place Multiple waves of post-colonial scholarship
Systems	<ul style="list-style-type: none"> Systems thinking and complexity Sociological theories involving structural functionalism, conflict theory, symbolic interactionism Actor-network and rhizomatic frameworks
Values and ethics	<ul style="list-style-type: none"> The major ethical perspectives—including utilitarianism, deontological ethics, feminist ethics/ethics of care, virtue ethics, Confucian ethics, African ethics, ethical relativism, ethical pluralism Ethical decision-making models

Resources

The theories and frameworks table is also available as a one-page handout for classroom use.

- [Theories and frameworks \(PDF\)](#)

Strategies for supporting conceptual understanding

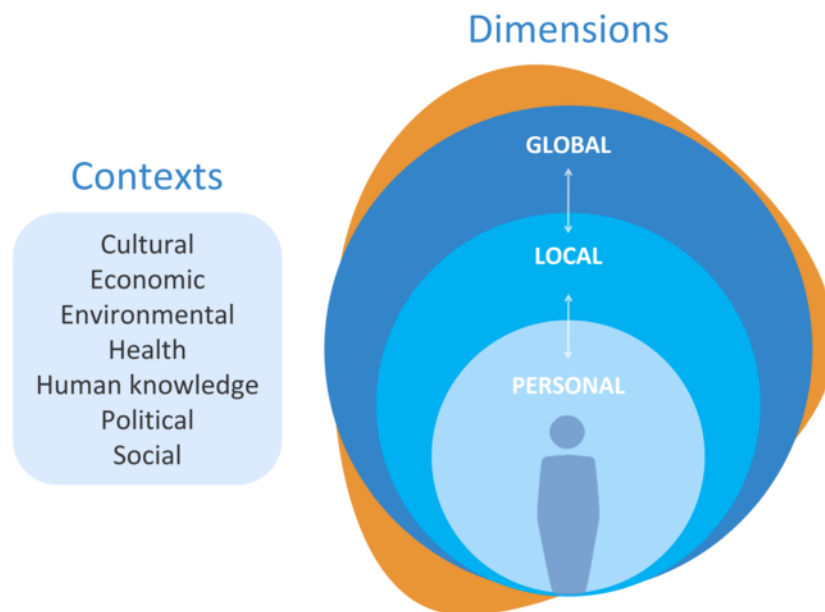
- Roleplaying during an inquiry. For instance, challenging a student inquiry team to consider the perspectives of an artist, coder, anthropologist and/or sociologist.
- Comparing and contrasting how different concepts might be used to explore the same inquiry focus or powerful question.
- Creating visual thinking routines that map connections between facts, events and examples with broader concepts and categories.
- Auditing how the use of a specialized term such as “machine learning” or “data” changes according to conceptual perspective or point of view.
- Exploring how a theory, model or framework might lead to new interpretations of a real-world example.

In the digital society classroom, conceptual understanding can be evidenced in many ways, including those highlighted.

Local and global contexts

Contexts in digital society are dynamic and intersect with multiple communities and cultures. In their inquiries, students should consider the personal, local and global dimensions of the course contexts.

Figure 11
Contexts and dimensions in digital society



Contextual connections bring vibrancy and life to otherwise abstract topics. Grounding inquiries in authentic contexts supports the development of international-mindedness and an awareness of our common humanity.

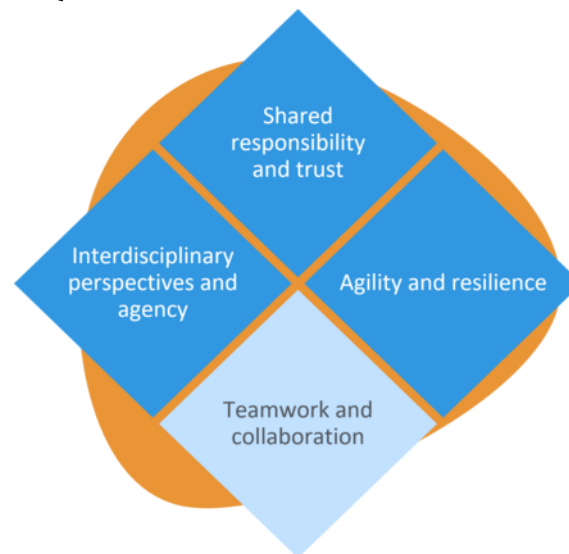
Strategies for addressing local and global contexts

- Exploring an inquiry focus or question from the perspective of multiple course contexts.
- Linking current events involving digital technologies and systems to contrasting course contexts.
- Shifting a course context to stimulate different kinds of inquiry questions or impact analysis.
- Identifying, challenging and reflecting on contextual bias associated with a real-world example.

Teamwork and collaboration

Teaching and learning are social practices involving teamwork and collaboration in the classroom. Qualities associated with effective teamwork and collaboration include shared responsibility and trust, interdisciplinary perspectives and agency, as well as agility and resilience.

Figure 12
Qualities of effective teamwork and collaboration



Shared responsibility and trust are vital for teamwork and collaboration. The course encourages inquiries with varying levels of teacher and student ownership and direction. This dynamic locus of control invites dialogue between students, teachers and others about topics, structures and classroom practices. Creating and maintaining an environment of shared responsibility and trust ensures that this dialogue is constructive, ongoing and meaningful.

Responsibility and trust support assessment in the course. While summative assessment components are individual in nature, teamwork and collaboration in the design and delivery of formative assessment will prepare students in a manner that more closely reflects real-world practices encountered in future studies and the workplace.

Strategies to support shared responsibility and trust

- Co-constructing course outlines, inquiry plans and learning experiences with students.
- Empowering student leadership of classroom workshops to build expertise in digital skills.
- Integrating design thinking to encourage empathy, problem framing and solving as well as user consultation, prototyping and iterative reflection.
- Scheduling group critiques that offer opportunities to refine and develop student ideas and work.
- Implementing approaches to classroom grading that utilize peer and self-assessment.

Through **interdisciplinary perspectives and agency** digital society prepares students for multiple university and professional pathways. Addressing diverse disciplines and fields of study involves distinct kinds of knowledge and skills. An interdisciplinary focus can be challenging for teachers and students.

It is not possible, for example, for any one person to be an expert on all the topics relevant to the course. Instead, the goal should be to use teamwork and collaboration to ensure students increasingly manage and direct their own interdisciplinary learning.

In this way, teamwork and collaboration will not only focus on interdisciplinary topics and learning, but also begin to look and act like an interdisciplinarity practice fit for the contemporary world and workplace. Interdisciplinarity and agency are entangled together—addressing both through teamwork and collaboration will help students develop leadership, ownership and confidence.

Strategies to support interdisciplinary perspectives and agency

- Encouraging students to develop and share expertise in particular topics and areas of the course.
- Partnering with teachers and community members to showcase interdisciplinary perspectives in the classroom.
- Empowering students to plan and manage interdisciplinary projects with other students in different subjects.
- Developing relationships with interdisciplinary curriculums of study and/or organizations to showcase how interdisciplinary collaboration works in the real-world.

We live in a period of rapid and complex change. Student engagement with emerging skills and tools is expected throughout the course. Frequently, however, these skills and tools evolve and transform more quickly than any one person's expertise. This is why the qualities **agility and resilience** are increasingly desired for teams in university and workplace settings.

Students and teachers should themselves as members of a team who can adapt, experiment, take risks, fail and try again together. Creating classroom structures and expectations that support adaptability, persistence and openness to change is more important and long-lasting than static expertise with any one technology, platform or tool.

Strategies to support agility and resilience

- Scheduling collaborative clinics to explore new and emerging tools and platforms.
- Lowering the stakes of assessment activities in order to encourage creative experimentation.
- Integrating moments of self-reflection and shared evaluation into student learning experiences.

Removing barriers to learning

Inclusive classrooms value all students and create opportunities for every student to grow, express themselves and to pursue personal goals.

Classroom culture should acknowledge and activate the prior knowledge, personal experiences and unique contexts of each student. Teachers are encouraged to become designers of learning experiences that affirm the identities and well-being of all students on the course. There are important links between inclusive teaching and effective planning. Decisions ranging from the choice of classroom materials, the outline of an activity, to the design of the classroom space greatly influence the extent to which the needs of all students are being addressed.

Strategies to support inclusive learning

- Selecting materials that are accessible, inclusive and responsive to all students.
- Planning experiences that support different learning preferences and modalities of expression.
- Creating teams and groups that encourage and value different perspectives and abilities.
- Integrating resources with customizable accessibility options for students.
- Providing meaningful, timely and relevant feedback in multiple appropriate modalities and formats.
- Curating materials and resources that speak to emerging and diverse student identities.
- Organizing the classroom space in such a way as to encourage student accessibility and agency.

Teaching informed by assessment

The best assessments inform and enrich student learning through authentic and meaningful experiences in and out of the classroom. Pairing assessment with specific, relevant and timely feedback is of equal importance as task design and student outcomes.

The DP uses summative assessment to measure and evaluate learning progress. A wider range of approaches, however, should be used in the course. In this way, formative, performative and other approaches can help shape learning and guide future teaching decisions.

Resources

The following resources discuss principles and practices that inform assessment in the DP.

- [*Assessment principles and practices—Quality assessments in a digital age*](#)

Assessment may be process-oriented and not just product-oriented, collaborative and not solely individual. Assessment design may take place within professional learning communities or through collaborative classroom-based sessions with students. Assessment-related feedback may be teacher-led or student-led. Data gained from assessments may be quantitative, qualitative or mixed in nature. The primary use of assessment data should be to inform future learning and teaching. Using assessment data ethically and transparently models values that are central to the course.

Strategies for supporting meaningful and authentic assessment

- Modelling effective feedback with students to ensure further learning and skill refinement.
- Providing teacher and student forums to discuss assessment feedback and data to guide future learning and teaching decisions.
- Regular peer and self-assessment sessions.
- Collaborating on assessment, task and scoring designs with students.

Approaches to learning

The following approaches to learning provide insight to accompany the guide. Classroom strategies to encourage students to develop as self-directed and lifelong learners are also included.

Future-focused learning

Global interconnectedness enabled by information technology calls for new skills, new knowledge, and new ways of learning to prepare students ... to meet the challenges of an uncertain, changing environment ... [Students need] opportunities to ask deep questions and learn how to search for meaningful responses to those questions.

(Kuhlthau et al, 2015: 5)

The challenge facing education today is how best to prepare young people for a complex and rapidly changing world. During the design process for digital society, experts and educators addressed this challenge by prioritizing the **knowledge, skills and values** most vital for students today. This mapping of future-focused learning is helpful to consider when planning and delivering your own version of the course.

Knowledge Areas to know with fluency	Skills Ways of thinking and doing	Values Habits, behaviours and attitudes
Data and information Understanding how digital data and information works in the contemporary world.	Project management Planning, documenting and responding to feedback on short- and long-term projects.	Independence Acting with confidence as guided by beliefs as a leader and a member of a team.
Technology Understanding the design and significance of digital technologies and systems.	Researching Using methods and sources ethically as well as considering claims and perspectives in a balanced and critical way.	Persistence Acting with assuredness in the face of obstacles, setbacks and challenges.
Media Understanding how digital media is created, shared and used to convey meaning.	Critical and creative thinking Using judgement and imagination to generate new insights and understanding.	Adaptability Acting with flexibility, humility and an openness to compromise.
Interdisciplinarity Understanding and navigating connections within and across different fields of study and systems of knowledge.	Communicating Using multiple modes and media to express oneself with purpose, organization and coherence.	Caring Acting with kindness and collegiality with and towards others.
Citizenship Understanding rights and ethical responsibilities when faced with real-world decisions and dilemmas.	Collaboration Using empathy, imagination and experimentation to address problems and challenges with others.	Social and cultural awareness Acting with acceptance and respect for opinions, perspectives and backgrounds regardless of differences.

Many of these aspects of knowledge, skills and values are encoded in the guide and in this TSM. Other elements, though implicit, can be further developed through projects, activities and learning that accompany the student journey through the course.

What learning looks like in the digital society classroom

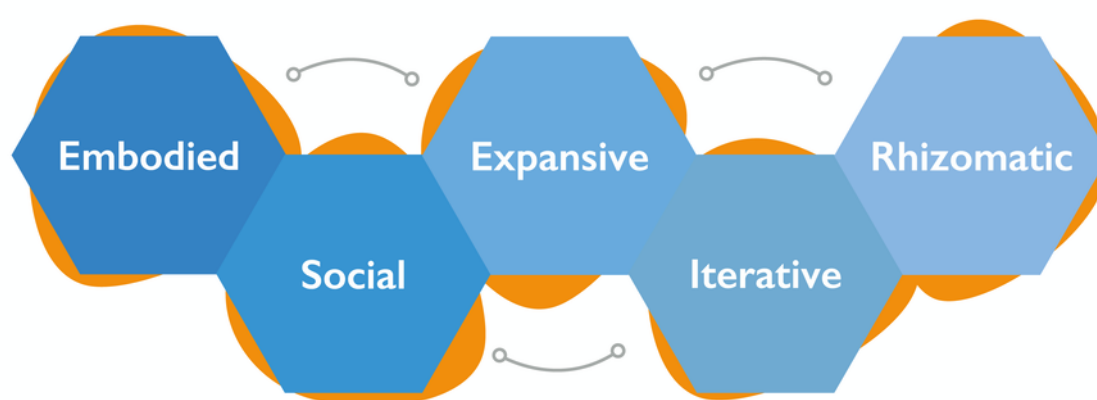
Inquiries in the humanities and social sciences are too often one-dimensional, as if we are looking at our subject from just from one direction. In looking from several directions, a more rounded, richer, more balanced picture of our subject is developed—we get a three-dimensional view.

(Thomas 2016)

Student learning should never be flat, one-dimensional, passive or static. Digital society invites learning that is dynamic, multi-dimensional and complex. This kind of learning might look and feel different for teachers and students. Some of these distinctive qualities are described as follows.

Figure 13

What learning looks like in the digital society classroom



Quality	Reflection questions
Embodied Learning assumes multiple forms in various media and modes.	<ul style="list-style-type: none"> How might students use digital media to evidence their learning? What are some affordances and constraints associated with different media and modes to evidence learning? How might students use alternative modes and/or media to those most commonly encountered in their academic work?
Social Learning is shared with others for discussion, dialogue and feedback.	<ul style="list-style-type: none"> Is the completion of a task by an individual student necessary, or can the task be adapted to take advantage of collaborative approaches? What structures or processes might be developed to ensure use of peer feedback and discussion?
Expansive Learning is not isolated or self-contained but connects to the world in authentic and meaningful ways.	<ul style="list-style-type: none"> Are learning experiences sequenced in a meaningful and relevant way for students? Do course activities build on students' prior knowledge, previous experience and interests? How do we know if a task is relevant and authentic for students?
Iterative Learning is process-oriented, ongoing and	<ul style="list-style-type: none"> What opportunities for drafting, refinement and polishing might be built into a task? Does the end point of an inquiry or activity allow for further work, research or exploration?

Quality	Reflection questions
leads to further insights and discoveries.	
Rhizomatic Learning adapts to new interests, passions and developments in complex, unpredictable and interesting ways.	<ul style="list-style-type: none"> How does a task, activity or inquiry connect to other subjects, disciplines and/or ways of knowing? Is the course design flexible to allow input from students and/or to respond to new developments or real-world issues? How is unpredictable learning built into the classroom structure and course design?

Evidencing student learning: The digital society journal

Students are encouraged to create and maintain a digital society journal as a tool for evidencing learning. The journal is a curated record of their two years of study and may be used to document and share:

- mind maps, topic charts and inquiry sketches
- news articles, sources and discussion related to topics and real-world issues of student interest
- development of ideas through creative and collaborative experimentation
- experiences as a research investigator, team member, designer and digital media creator
- feedback received and action taken in response
- ongoing evaluations and reflection on their work and development
- personal challenges and successes relevant to the course
- skills acquisition and development.

Students should experiment with different modes and media for recording their experiences and have free choice in deciding what platform and form(s) their journal might take.

Journals should focus specifically on documenting, analysing and evaluating important learning experiences, rather than being a record of triumphs or an exhaustive chronicle of everything that happened during the course. The journal is not assessed or moderated. It does, however, develop the student's ability to record and present critical and creative thinking as well as communication skills required in all assessment tasks.

Approaches to learning in the school community

Five approaches to learning inform the design of all DP subject groups and assessments. These skills are also powerful areas that can positively impact school and professional learning communities.

Skill	Strategies for integration
Thinking	<ul style="list-style-type: none"> Working with colleagues to generate new ways to plan, facilitate and assess student learning. Vertical and horizontal mapping that ensures student learning is aligned and coherent.
Communication	<ul style="list-style-type: none"> Inviting colleagues into the classroom to share expertise with students. Sharing good practice with colleagues for feedback and refinement.
Social	<ul style="list-style-type: none"> Collaborating with colleagues to design interdisciplinary projects and activities. Ensuring that there are regular opportunities to share approaches and outcomes related to student assessment.

Skill	Strategies for integration
Self-management	<ul style="list-style-type: none">• Working across the school community to plan key dates and deadlines in order to address student well-being and workload.• Encouraging students to set their own learning goals.
Research	<ul style="list-style-type: none">• Explicitly discussing the importance of academic integrity and of fully acknowledging the ideas of others in all pieces of work.• Encouraging departmental colleagues to adopt a single, standard method of referencing.• Setting tasks that explicitly require students to use resources in the school library.

Mapping the journey: Elements of course design

Guidance for course design

Course design begins with a vision of where students should be by the end of their digital society journey. That is why it is important to understand requirements in the guide, including the assessment objectives that students are expected to address. Teachers and students enjoy a great deal of flexibility in the design and delivery of the course. The following guidance from the guide should be considered when designing your version of digital society.

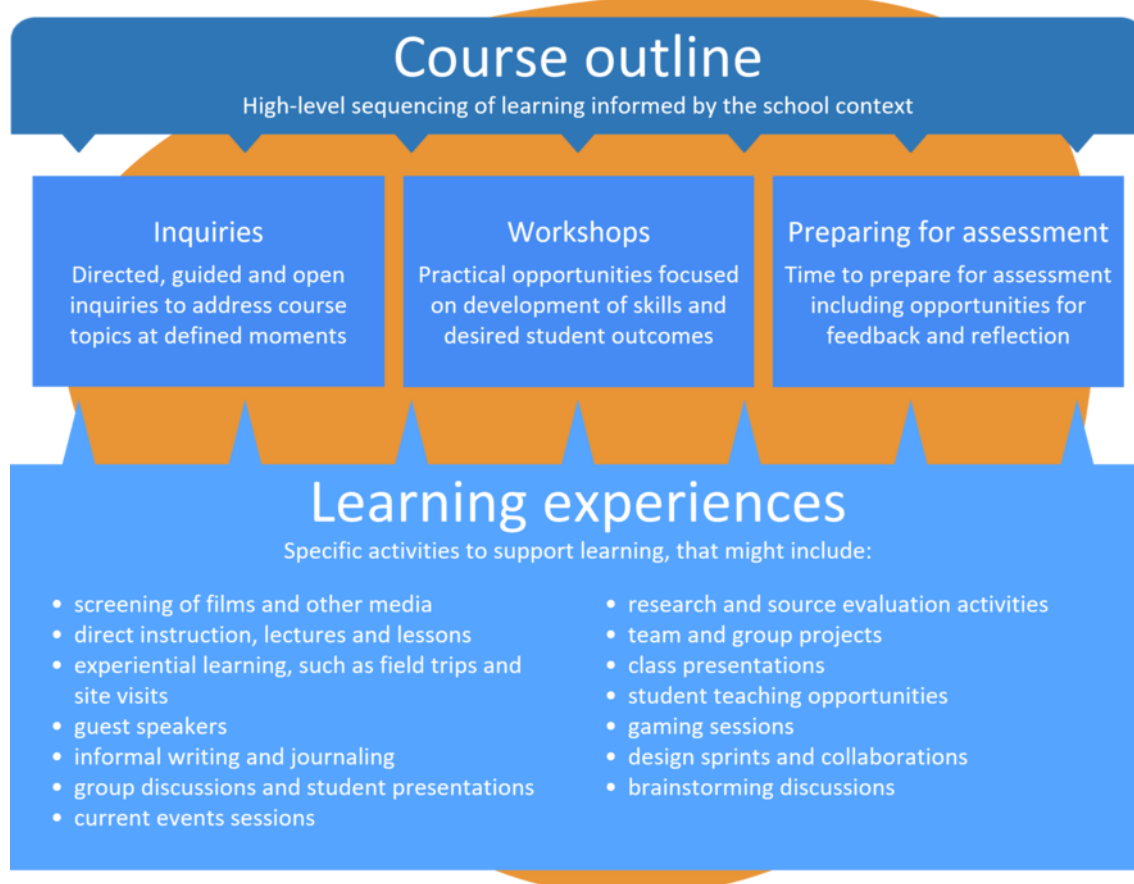
- Collaborative, creative and practical activities will enrich student understanding throughout the course.
- Course inquiries should focus on specific real-world examples that involve diverse digital systems and issues, both local and global. Real-world examples must be situated within at least one course context.
- Inquiries may combine directed, guided and open approaches, and may be shared in combined SL and HL cohorts.
- HL extended inquiries should start from the beginning of the course and may be designed as standalone cycles and/or as extensions building on an inquiry cycle shared with SL students.

An expanded list of guidance statements is available in the “Inquiry in practice” section of the *Digital society guide*.

Elements of course design

The IB does not prescribe a specific format for course design. One approach is to devise a course outline that integrates some of the elements outlined in this section.

Figure 14
Mapping the journey: Elements of course design



Course outlines

A course outline is a high-level sequencing of learning that considers details specific to a school's context, such as common deadlines, dates for school breaks, terms/quarters and semesters.

When developing a course outline, it is important to note that the digital society course must be allocated a **minimum of 150 hours of teaching time for SL students and 240 hours for HL students**. SL and HL subjects in the DP are intended to be taught over a **two-year period**.

Resources

These resources present sample course outlines and a template for digital society teachers to adapt and use as appropriate to their context. Course outlines are illustrative and not prescriptive.

- [Course outlines \(PDF\)](#)
- [Course outlines template \(DOC\)](#)

Inquiries, workshops and preparing for assessment

Integrating granular details into a high-level course outline is central to effective course design. The modular building blocks described in this section are intended to support a flexible approach to requirements found in the guide. Other elements may be equally useful to consider, create or adapt.

Inquiries

Structured, guided and open inquiries are defining features of the digital society course. The following planner is not prescriptive but supports an approach that is authentic and aligned to the guide.

Resources
<p>The linked inquiry planner illustrates one way to plan inquiry in the course. Teachers are encouraged to work with students to adapt and create their own approach.</p> <ul style="list-style-type: none"> Inquiry planner template (DOC) Inquiry planner template (PDF)

Workshops

Workshops are practical opportunities to develop relevant skills over a sustained period of time. Adopting a shared responsibility framework can ensure that these sessions are practical and interactive with a mix of directed instruction, supervised collaboration and independent discovery.

Shared responsibility framework	
Teachers Begin with focused instruction and gradually shift responsibility to students.	Students Begin as active observers and gradually assume responsibility as independent participants.

Figure 15
Shared responsibility framework



Preparing for assessment

The digital society course requires adequate time for students to prepare for assessments. Dedicated assessment preparation sessions may involve, for instance, timed responses, mock examinations, peer and self-assessment evaluation, as well as practice using command terms. Work that supports the completion of the inquiry project component is also an important aspect of assessment of the course.

Resources
<p>Each assessment component is fully described in the guide. Further guidance including strategies to prepare students for assessment are included in the following linked sections of this TSM.</p> <ul style="list-style-type: none"> Guidance for external assessment

Resources

- [Guidance for *internal* assessment](#)

Learning experiences

Learning experiences are specific activities that support learning both in and out of the classroom. Learning experiences involve day-to-day interactions, lessons and activities that may be part of a specific inquiry, workshop or preparing for assessment session. Learning experiences can be planned in advance or created on-demand as student needs arise.

Additional resources

The IB provides several platforms for teachers to share good practice, approaches to course design, and specific learning experiences from their classroom, including:

- [online IB communities](#)
- [professional development workshops](#)
- [the PD Digital Channel](#).

Teachers are encouraged to visit and contribute to these and other platforms.

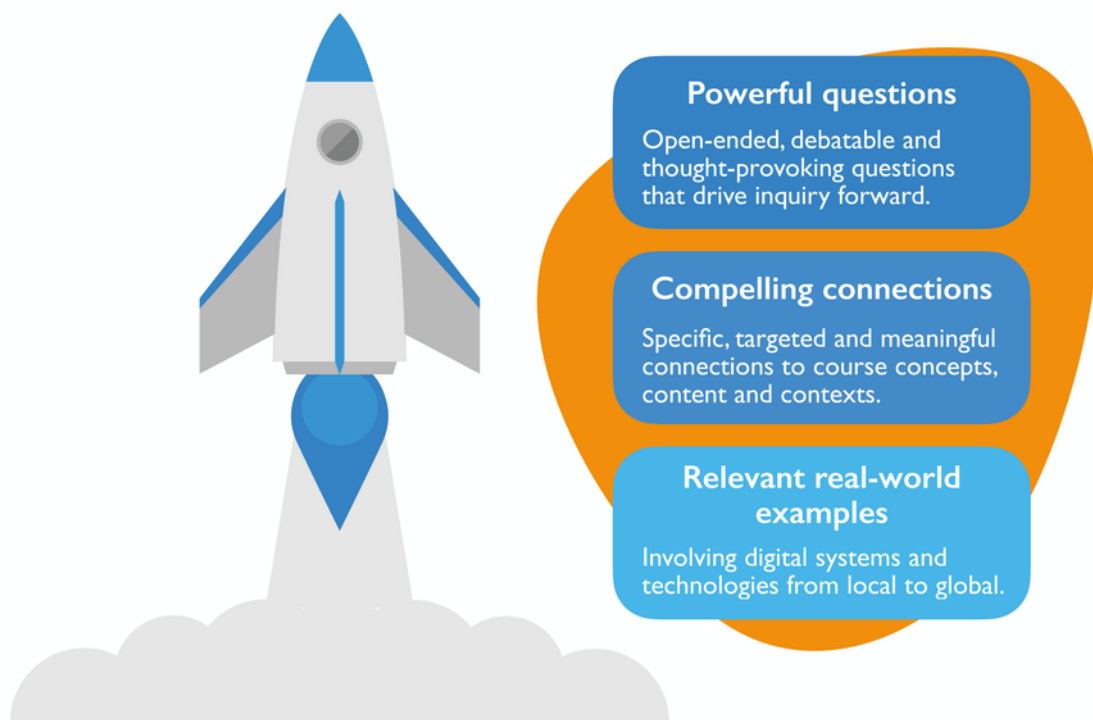
The inquiry focus: Powerful, compelling and relevant

Building an inquiry focus

Inquiries in digital society begin with a focus that combines three building blocks: **powerful questions**, **compelling connections** and **relevant real-world examples**. This section presents a step-by-step process leading to a sample inquiry focus on the nature of growing up in digital society.

Figure 16

The building blocks of an inquiry focus



Concept-based inquiry questions

Powerful questions drive inquiries in digital society. Inquiry questions might emerge from current events, new technologies or contemporary debates. Questions may also be sparked by interest in a context or challenge. Note that powerful questions are not always (or initially) about digital systems or technologies.

Concept	Possible questions to adapt and evolve
Change	<ul style="list-style-type: none"> • Can we understand the future without understanding historical change? • Which is more important for understanding change: disruptions and discontinuities or enduring patterns and trends? • How can events, trends or patterns in the present help us prepare for the future? • What role do individuals and/or institutions play in historical and future change?

Concept	Possible questions to adapt and evolve
	<ul style="list-style-type: none"> What role do new technologies play in historical and future change?
Expression	<ul style="list-style-type: none"> Does the form of expression determine its meaning? Is the medium the message? What is most important for interpreting the meaning of an expression or representation? An author, audience or user? What does it mean to say that an expression is performative? Are expression and power inseparable? Are there universal forms of expression or is all expression contextual? What does it mean to say that digital media are convergent?
Identity	<ul style="list-style-type: none"> Are identities socially constructed? Do non-humans have identities? How does someone's identity influence how they understand the world? What is the relationship between stereotypes and identity? Do we have the same identity online and offline? What does it mean to grow up? Have digital systems changed what it means to grow up? Is privacy a core element of identity?
Power	<ul style="list-style-type: none"> How do we identify power in the world? Is power everywhere? What is the relationship between power and knowledge? How do digital systems affect this relationship? What kinds of power do digital systems exert? How do digital systems enable the exercise of governmental, institutional and/or organizational power? What is the relationship between freedom, security and power? How do digital systems affect this relationship? To what extent does fairness and justice involve power? Do digital systems enable or constrain fairness and/or justice?
Space	<ul style="list-style-type: none"> How do people and communities organize space? How do digital systems construct different spaces? To what extent are hybrid spaces unique to digital society? How do borders, regions and/or zones change over time? How does space influence personal and group identity?
Systems	<ul style="list-style-type: none"> How is society organized? Is society a system or a group of systems? How do digital systems contribute to the organization of society? How do digital systems help people, objects and/or ideas circulate? Are social connections defined by competition or cooperation? Do digital systems impact these connections? Do digital technologies contribute to or challenge inequalities in a system? What causes conflict in a system? How can conflicts be resolved?
Values and ethics	<ul style="list-style-type: none"> What is the distinction between values and ethics? Are values and/or ethics universal or contextual? What does it mean to ethically design digital systems? Who decides and how? Does digital society require new ethical principles or values?

Concept	Possible questions to adapt and evolve
	<ul style="list-style-type: none"> What is the difference between normative and applied ethics? Which is more important for evaluating the impact of digital systems? How do organizations convey ethical principles and/or values? Do the designers of digital systems have ethical obligations to their users? Is it possible for a digital system to be values neutral? What happens when different ethical frameworks are applied to the same real-world problem?

Compelling connections

Specific, targeted and meaningful connections to the course provide insight for an inquiry. Connections also inform an inquiry with real-world details. The following are sample connections that might be explored during an inquiry concerned with growing up in digital society.

Topic	Areas for inquiry	Possible questions and supporting details
Concept 2.3 Identity	Specific and targeted areas 2.3B Identity is not static but changes over time and according to context ... 2.3C Identities are intersectional ...	Initial questions <ul style="list-style-type: none"> What does it mean to grow up? Have digital systems changed what it means to grow up?
Content 3.4 Networks and the internet 3.5 Media	Specific and targeted areas 3.4F Evolution of the internet and the web 3.5A Types of digital media	Possible supporting details <ul style="list-style-type: none"> Rise of online social media platforms Gaming and esports Blogs, podcasts and live streaming
Context 4.1 Cultural 4.7 Social	Specific and targeted areas 4.1D Subcultures 4.7C Families and relationships	Possible supporting details <ul style="list-style-type: none"> Friendship and personal relationships Rites of passage Youth cultures Online communities and forums

Relevant real-world examples

Real-world examples add authentic contextual details when learning about digital systems and technologies. Examples may involve current events, issues and dilemmas from personal, local and global dimensions. The following are possible real-world examples that might be explored during an inquiry concerned with growing up in digital society.

Dimension	Real-world examples
Personal	<ul style="list-style-type: none"> Personal experiences as a gamer Reflections on intersectional aspects of identity
Local	<ul style="list-style-type: none"> Experiences participating in a local esports or gaming tournament Details about community membership and access
Global	<ul style="list-style-type: none"> Exploration of the role of gender in gaming

Extending inquiry: Challenges and interventions

Figure 17

The challenge mindset



In the HL extension, students cultivate a challenge mindset by engaging with complex global problems with curiosity, critical thinking, creativity and imagination. The HL extension includes **challenges**, **interventions** and **recommendations** as described in the guide.

Mapping the HL journey

HL students begin extended inquiries at the start of their digital society journey. As the course progresses, students gain the skills and confidence to plan and conduct their own inquiries, both individually and with other students. One possible approach to mapping this journey is indicated in the following table.

HL year 1			
Part 1	Part 2	Part 3	Part 4
Workshops <ul style="list-style-type: none"> How to create an inquiry focus Setting up the journal Introducing the challenge and intervention framework 	Workshops <ul style="list-style-type: none"> Exploring diverse sources Evaluating claims and perspectives 	Workshops <ul style="list-style-type: none"> Investigating impacts Crafting arguments in multiple media Identifying and evaluating interventions 	Workshops <ul style="list-style-type: none"> Creating compelling presentations Making recommendations Preparing for assessment

HL year 1			
Part 1	Part 2	Part 3	Part 4
			<ul style="list-style-type: none"> Mock examinations and/or mock internal assessment
Extended inquiries Directed	Extended inquiries Directed and guided	Extended inquiries Guided and open	Extended inquiries Open

The period between years 1 and 2 provides an excellent opportunity for students to gain practical experiences related to course topics. Possibilities include digital society-related CAS projects, internships, or skill-building activities.

HL year 2			
Part 5	Part 6	Part 7	Part 8
Workshops <ul style="list-style-type: none">Connecting to the extended essay	Workshops <ul style="list-style-type: none">Connecting to CAS projects	Workshops <ul style="list-style-type: none">Connecting to TOK	Preparing for assessment <ul style="list-style-type: none">Submitting the inquiry projectRevising for examinations
Preparing for assessment <ul style="list-style-type: none">Planning the inquiry projectFocus on HL paper 1: Addressing big questions about challenges	Preparing for assessment <ul style="list-style-type: none">Completing the inquiry projectMock examinationsPreparing for the pre-release statement	Preparing for assessment <ul style="list-style-type: none">Revising the inquiry project based on feedbackMock examinations	
Extended inquiries Guided and open	Extended inquiries Guided and open	Extended inquiries for paper 3 <ul style="list-style-type: none">HL students are recommended to spend about 10–15 hours (of the required 90 hours for the HL extension) conducting inquiries based on the pre-release statement in advance of paper 3.Note that HL challenges are also assessed in section B of HL paper 1.	

This map of the HL student journey is not prescriptive and should be adapted to meet the needs of students and school context. This approach is consistent with course outlines discussed elsewhere in the TSM.

Challenges

Challenges are HL-only topics that involve pressing issues with far-reaching impacts and implications for large numbers of people. In digital society, challenges are intertwined with digital systems. The following are possible examples that might be explored based on the challenges outlined in the guide. In an actual extended inquiry, several examples might be appropriate to consider.

Challenge	HL areas for inquiry	Possible examples
5.1 Global well-being	5.1A Local and global inequalities	<ul style="list-style-type: none"> Access to high-speed mobile networks is uneven.
5.2 Governance and human rights	5.2B Participation and governance 5.2C Diversity and discrimination	<ul style="list-style-type: none"> A government website is available in only one language. Women are underrepresented in STEM professions.

Challenge	HL areas for inquiry	Possible examples
5.3 Sustainable development	5.3A Climate change and action	<ul style="list-style-type: none"> A coastal city faces widespread flooding in the next two decades.

Working with interventions

Interventions attempt to address course challenges through action and innovation. In extended inquiries, students work with interventions that involve digital systems in some way. The following are possible interventions to illustrate how an extended inquiry might approach examples previously presented. In an actual extended inquiry, several interventions might be appropriate to consider.

Category of intervention	Challenge example	Possible intervention
Mitigates Reduces negative aspects	A coastal city faces widespread flooding in the next two decades.	Sensors collect data that can be used to better understand flooding and water level trends, including potential hot spots around the city.
Intercedes Changes a process and/or trend contributing to negative aspects	Women are underrepresented in STEM professions.	A prominent professional computing organization creates a new policy for college and university courses related to gender equity in admissions.
Enhances Enhances positive or effective aspects	Access to high-speed mobile networks is uneven.	A technology company proposes to launch high-altitude balloons that promise to deliver mobile internet access to an underserved region.
Resolves Resolves negative aspects	A government website is available in only one language.	Automated translation is integrated as an option on all government websites.

Recommendations for future action

Interventions are evaluated using criteria that help students think about implications and form recommendations for future action. The following are criteria and recommendations that illustrate how an extended inquiry might approach examples previously presented. In an actual extended inquiry, multiple aspects might be appropriate to consider.

Criteria	Proposed intervention	Possible evaluation/recommendation
Equity Is it fair, inclusive and reciprocal?	A prominent professional computing organization creates a new policy for college and university courses related to gender equity in admissions.	Monitor implementation to ensure improvements in the admissions process.
Acceptability Is it accountable and transparent?	Automated translation is integrated as an option on all government websites.	Evaluate translation software for comparable quality outputs in targeted languages.
Cost	A technology company proposes to launch high-altitude balloons that promise to deliver mobile internet access to an underserved region.	Determine the environmental costs and weigh this against the benefits to users.

Criteria	Proposed intervention	Possible evaluation/recommendation
Do the costs outweigh the benefits?		
Feasibility What are the barriers to implementation?	Sensors collect data that can be used to better understand flooding and water level trends, including potential hot spots around the city.	Determine if sensors can function for long periods of time with limited maintenance.
Innovation Is it an incremental, sustaining or disruptive innovation?	A prominent professional computing organization creates a new policy for college and university courses related to gender equity in admissions.	Find out if the policy been attempted before. What were the results?
Ethics Is it ethically sound?	A technology company proposes to launch high-altitude balloons that promise to deliver mobile internet access to an underserved region.	Identify if there are ethical considerations associated with private companies offering this service versus a non-profit organization or government agency?

The living classroom: Building good practice

Teaching is a craft that grows and evolves. Teachers should review and reflect on their course design and approaches to planning, delivery and assessment. Such reflection brings renewed life to the classroom and opens up possibilities to build good practice that can be shared with others.

Student, teacher, coordinator and parent feedback are excellent sources of information to guide reflection both during and after the course. Particularly useful moments for reflection are at the end of an inquiry or learning experience, following professional development and at the end of each teaching cycle. Possible reflection questions to consider alongside feedback are discussed in the following table.

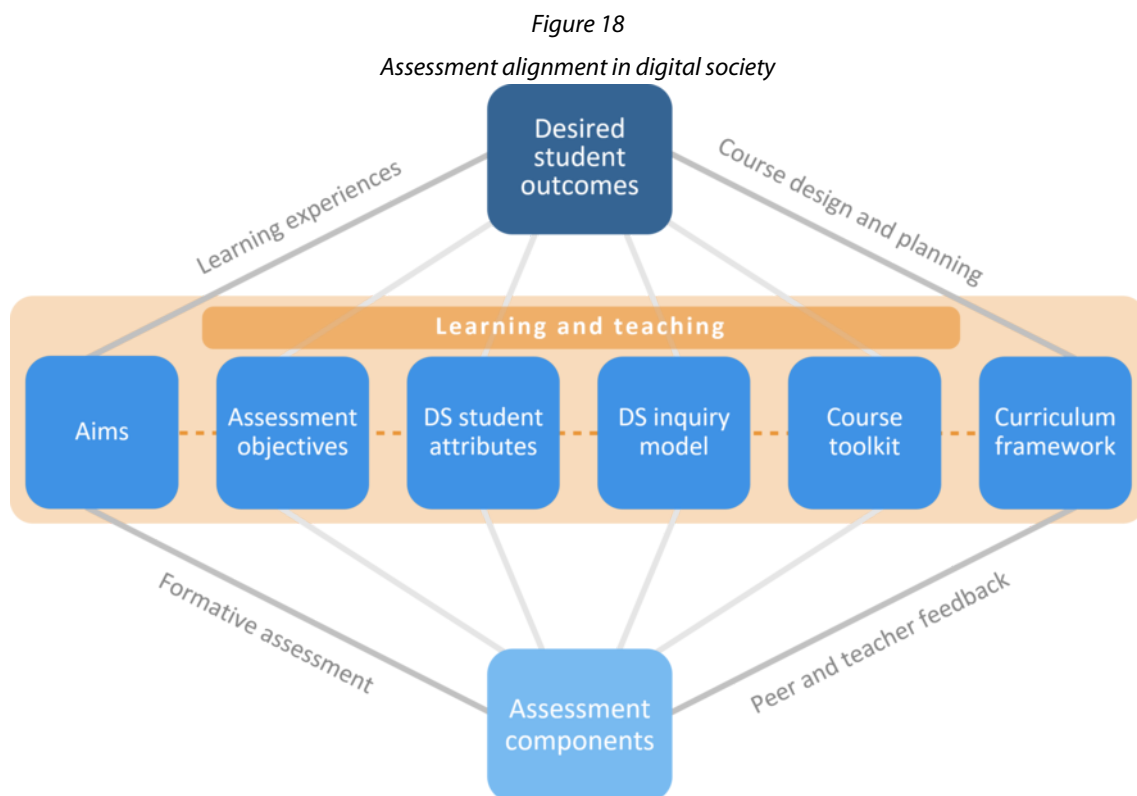
Timing	Reflection questions
After an inquiry or learning experience	<ul style="list-style-type: none"> • Were students mostly active or passive? How might the next inquiry or learning experience change this? • Was the inquiry or learning experience successful? In what ways? • Was formative assessment meaningful and illustrative of student progress? How might formative assessment inform next steps? • Did the inquiry or learning experience encourage students to develop knowledge and skills in practical, authentic and/or transferable ways? • If you were the student, how would you respond to this inquiry or learning experience? • What could be modified, improved or removed to improve this inquiry or learning experience? • Are there further collaboration and/or practical opportunities that you might consider?
Following professional development	<ul style="list-style-type: none"> • What were my action points from this professional development experience? What are my next steps? • How can my action points be integrated into my curriculum planning? • How can I share my learning with other teachers? • Where can I find further information or resources?
At the end of the course or teaching cycle	<ul style="list-style-type: none"> • Do IB resources, such as the subject report, sample assessments or community insights highlight issues that I recognize in my own students? • Was predicted student performance different from actual outcomes? • Are there areas where professional development would be useful? • Are there new developments that require changes to my approach to planning, delivery and/or assessment?

Assessment alignment

A curriculum is more than a traditional program guide ... beyond mapping out the topics and materials, it specifies the most appropriate experiences, assignments, and assessments that might be used for achieving goals. The best curricula ... are written from the point of view of the desired learnings, not merely what will be covered. They specify what the learner should have achieve upon leaving, what learner needs to do to achieve, and what the teacher needs to do to achieve the results sought.

(Wiggins, McTighe 2008: 6)

Through backward design, digital society's desired student outcomes are aligned with the course assessment components. This alignment transparently and coherently supports teaching, learning and assessment as young people evidence learning through examinations and coursework.



Each element of assessment alignment is equally important and interdependent:

- **Desired student outcomes** consisting of the knowledge, skills and values to develop with students by the end of the course.
- **Learning and teaching** in the classroom as guided by the course aims, objectives and student attributes, as well as engagement with the curriculum framework.
- **Assessment components** that offer varied, valid and reliable opportunities for students to evidence learning and performance as evaluated by trained educators and examiners.

Assessments at-a-glance

There is a distinct focus and format for each assessment component.

Paper 1: Making connections

SL/HL	About this assessment task
SL and HL version	<p>Paper 1 invites students to think like a social scientist by considering different combinations of course topics, simulating the inquiry process.</p> <ul style="list-style-type: none"> Students respond to sequentially scaffolded questions that build to and support higher-order thinking. Students must integrate real-world research and examples. In section B, HL students are asked to consider powerful, open-ended big questions involving global challenges of importance within digital society.

Paper 2: Working with sources

SL/HL	About this assessment task
Common to SL and HL	<p>Paper 2 invites students to work like a social scientist by considering the claims and perspectives of diverse real-world sources.</p> <ul style="list-style-type: none"> Students respond to sequentially scaffolded questions that build to and support higher-order thinking. Students may be asked to analyse and evaluate, for instance, a source's origin and purpose, the qualitative and/or quantitative methods it employs and/or how well it corroborates findings from other sources.

Paper 3: Cultivating a challenge mindset

SL/HL	About this assessment task
HL-only	<p>Paper 3 invites HL students to cultivate a challenge mindset by responding to a proposed digital intervention to a global challenge relevant within digital society.</p> <ul style="list-style-type: none"> A pre-release statement describing the real-world nature of a selected challenge (250–400 words) will be released four months prior to the examination. Students are recommended to spend about 10–15 hours on extended inquiries based on the pre-release statement. In the examination, students evaluate a specific intervention using a rigorous policy-informed framework and make recommendations for future action.

Inquiry project: Leading and designing an inquiry

SL/HL	About this assessment task
Common to SL and HL	<p>The inquiry project is a student-led coursework component in which students investigate the impacts and implications of a real-world digital system through first-hand research.</p> <ul style="list-style-type: none">• An inquiry process document indicates the inquiry focus and addresses the claims and perspectives of three essential sources.• A recorded multimedia presentation conveys the inquiry's analysis, evaluation and conclusions.

From inquiry to assessment

The digital society-specific inquiry model provides a coherent student experience across teaching, learning and assessment. The following table indicates some connections between inquiry and assessment components.

Inquiry model	Inquiry element details	Assessment alignment
Stages	Focus Explore Investigate Reflect Share	Paper 1 (SL and HL versions) Paper 1 emphasizes the focus stage by combining concepts, content and contexts. HL students respond to an open-ended and powerful big question, similar to an extended inquiry.
		Paper 2 (common to SL and HL) Paper 2 emphasizes the use of sources of information, similar to the explore and investigate stages.
		Pre-release and paper 3 (HL-only) The pre-release and paper 3 guide students through a full extended inquiry reflecting aspects of all inquiry stages.
		Inquiry project (common to SL and HL) The coursework task follows each stage of inquiry. The project's assessment criteria directly align to inquiry stages.
Approaches	Directed Guided Open	Paper 1 Paper 1 emphasizes directed and guided approaches to inquiry by indicating a combination of concepts, content and contexts.
		Paper 2 Paper 2 emphasizes directed and guided approaches to inquiry by providing a diverse range of relevant sources of information.
		Paper 3 The HL-only pre-release and paper 3 emphasize a guided approach to inquiry with initial details for extended inquiries.
		Inquiry project The coursework task is intended to be a student-led open inquiry supported with teacher and peer feedback.
Toolkits	Managing projects Researching Critical and creative thinking Communicating	Paper 1 Paper 1 emphasizes the use of subject-specific skills, especially research, critical and creative thinking and communication.
		Paper 2 Paper 2 emphasizes the use of subject-specific skills, especially research, critical and creative thinking and communication.
		Paper 3

Inquiry model	Inquiry element details	Assessment alignment
		The HL-only pre-release and paper 3 emphasize the use of subject-specific skills, especially research, critical and creative thinking, and communication.
		Inquiry project The coursework task emphasizes the use of all subject-specific skills.

Command terms in practice

Command terms direct students to demonstrate learning across multiple levels of increasing complexity. This chapter describes how these terms work and how teachers might integrate their use into the digital society classroom.

What are command terms?

The IB defines command terms as key words and phrases used in subject guides and assessment components to indicate what is required in a response to a particular question or prompt. IB command terms broadly follow established frameworks, such as Bloom's taxonomy of educational objectives.

Command terms share a common purpose across programmes. However, within subject groups and/or subjects, the specific definition and/or performance level associated with a command term may differ based on specialized approaches appropriate to different subjects. Command terms appear in a standardized format at the end of most subject guides in the DP and the CP. Comparable terms are used by other educational organizations, where they are sometimes called task verbs, action verbs or power words.

Command terms are part of the lifecycle of teaching, learning and assessment. They appear in DP and CP subject guides, are frequently integrated into formative assessment by teachers, and are used to develop examination materials as well as to assess student responses.

When used in examinations, command terms indicate the type and depth of response that is expected to a given question. They are usually an explicit component of the question itself. Command terms often signal the relative weighting or mark allocation for a given question or item.

Figure 19

Sample use of command terms

Part a: knowledge and understanding

- (i) **Identify** three types of AI.
- (ii) **Identify** three characteristics of existing AI.

Part b: application and analysis

Explain two reasons that a human rights activist might disagree with the use of AI in criminal sentencing.

Part c: evaluation and synthesis

The European Union (EU) has passed a law that allows citizens to challenge decisions made using AI in the criminal justice system.

With reference to one course concept, **evaluate** this decision.

Command terms are featured in markschemes and marking guidance associated with examinations. Subject reports published after each assessment session frequently mention the need for candidates to be familiar with command terms.

In digital society, command terms are scaffolded according to levels of increasing complexity. Examination questions use command terms as defined in the guide. Assessment criteria also reference command terms in a manner consistent with the definitions provided in the TSM and guide.

Command terms in the classroom

Command terms are most often addressed in written responses. The varied levels and types of questions that command terms support may also be explored through other modes and media. This section explores how learning associated with command terms might be evidenced in ways others than formal student writing.

AO1: Knowledge and understanding

Command terms that require students to demonstrate knowledge and understanding.

Command term and definition	Possible question and approach
Define Give the precise meaning of a word, phrase, concept or physical quantity.	Define machine learning in a health-related context. <ul style="list-style-type: none"> Design a meme demonstrating understanding of machine learning in the assigned context.
Identify Provide an answer from a number of possibilities.	Identify autonomous technologies useful in education. <ul style="list-style-type: none"> Compile a photomontage of smart devices found in the school.
Describe Give a detailed account.	Describe the role of digital media in your everyday life. <ul style="list-style-type: none"> Partner with a classmate and describe three forms of digital media you encounter on a daily basis.
Outline Give a brief account or summary.	Outline the history of computers. <ul style="list-style-type: none"> Create a timeline of six generations of computer history.
State Give a specific name, value or other brief answer without explanation or calculation.	State the name of an important digital innovation. <ul style="list-style-type: none"> With classmates, conduct a question-and-answer guessing game based on your chosen innovation. After twenty questions, state the name of the innovation.

AO2: Application and analysis

Command terms that require students to demonstrate application and analysis.

Command term and definition	Possible question and approach
Analyse Break down in order to bring out the essential elements or structure.	Analyse what happens when a piece of online content goes viral. <ul style="list-style-type: none"> Create a visual map that breaks down the process of an online video gaining rapid popularity.
Distinguish Make clear the differences between two or more concepts or items.	Distinguish two disciplinary perspectives on the future of work. <ul style="list-style-type: none"> Perform a roleplaying exercise in which you and a partner take on the perspectives of an economist and a sociologist.
Explain Give a detailed account including reasons or causes.	Explain a negative impact on mental health related to the internet. <ul style="list-style-type: none"> Record a short podcast that showcases the relationship between online social media and anxiety.
Suggest Propose a solution, hypothesis or other possible answer.	Suggest a quick fix to a digital design flaw that you have encountered with one of your digital devices.

Command term and definition	Possible question and approach
	<ul style="list-style-type: none"> Provide an elevator pitch presentation to your classmates showcasing your proposed solution.

AO3: Evaluation and synthesis

Command terms that require students to demonstrate evaluation and synthesis.

Command term and definition	Possible question and approach
Compare Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.	Compare two technological revolutions. <ul style="list-style-type: none"> Design a digital presentation that explores the similarities between the industrial and the digital revolution.
Compare and contrast Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	Compare and contrast the stance of two different platforms on user privacy. <ul style="list-style-type: none"> Create an online game that allows users to match relevant terms of service language with each platform.
Contrast Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.	Contrast analogue and digital recorded music. <ul style="list-style-type: none"> Hold a listening party with classmates to explore the differences between a song played on a vinyl record and the same track provided by an online streaming service.
Discuss Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.	Discuss how digital technologies make growing up in the 2020s distinctive from the 1980s. <ul style="list-style-type: none"> Interview someone who grew up in the 1980s (or before) and document their memories of a pre-internet childhood. Share your interview with peers.
Examine Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.	Examine the claim that technology is ethically neutral. <ul style="list-style-type: none"> Select an older technological innovation, such as the lightbulb, and examine its impact over time according to the perspectives of two different ethical approaches.
Evaluate Make an appraisal by weighing up the strengths and limitations.	Evaluate what is more important for a historian to consider: qualitative or quantitative data. <ul style="list-style-type: none"> Select an event in the recent past and compile two sets of data—qualitative and quantitative. Invite your classmates to explore these resources and discuss which is most valuable and why.
Justify Give valid reasons or evidence to support an answer or conclusion.	Justify a company's choice to de-platform one of its users. <ul style="list-style-type: none"> Create a mind map that highlights all of the possible reasons that may be used by a platform to remove a user.
Recommend Present an advisable course of action with appropriate supporting	Recommend some ways that student perspectives might be considered in the development of a school's technology policy.

Command term and definition	Possible question and approach
evidence/reason in relation to a given situation, problem or issue.	<ul style="list-style-type: none"> Conduct student-led focus groups that explore a draft technology policy and use feedback to create a list of next steps and recommendations.
To what extent Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.	To what extent is computational thinking a form of critical thinking? <ul style="list-style-type: none"> Research the history of both terms and hold a classroom symposium that discusses the usefulness of each for contemporary young people.

Digital society examinations

Note: The *Digital society guide* includes important details about assessment components. Guidance in the TSM is intended as support and is not a replacement for the information contained in the guide.

Examination design

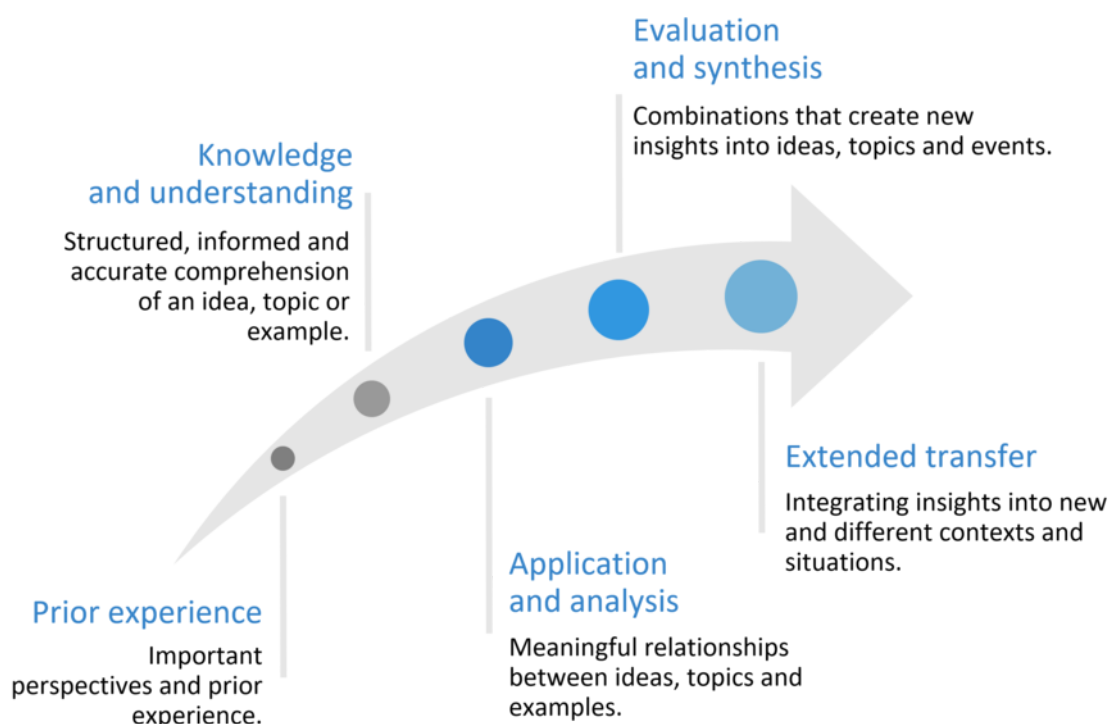
Examinations are delivered at the end of the two-year course of study and are externally assessed. Question structures and markschemes are described in the guide.

Supporting higher-order thinking

Examinations focus on evidence of higher-order thinking that integrates argumentation, accurate and relevant knowledge, and real-world examples. Digital society examinations are scaffolded. Scaffolding refers to a step-by-step process during which questions of increasingly complexity build from prior experience towards higher-order thinking. Each question (or set of questions) is arranged in a logical relationship with those that come before and after. In this way, responses to earlier questions support successful responses to later questions.

Figure 20

Scaffolding and higher-order thinking



Typically, higher-order thinking is evidenced in an examination through longer responses. This is also the case in digital society, wherein each examination includes opportunities for students to construct longer

responses to questions about course topics. Relevant longer response questions are indicated in the following table.

Longer response questions and question sets		
Paper 1	Paper 2	Paper 3
SL and HL <ul style="list-style-type: none">Part c of each question set HL only Section B questions	SL and HL Questions 3 and 4	HL only Questions 3 and 4

Preparing for examinations

The following guidance highlights transferable skills that extend beyond test-taking to enrich student learning. Assessment preparation involves strategies that students can implement before and during examinations.

Before the examination, students should ...

understand the distinct focus and purpose of the examination

- Examinations have a logic that is like a code to be broken. Understanding this code will help students prepare far more effectively than (over-) cramming for factual knowledge.

know the structure of the examination

- Ensure students are familiar with the nature of stimulus or sources that might be used, as well as details involving question types and markschemes.

practice with sample questions and mock examinations

- Provide opportunities for students to build confidence through lower-stakes formative assessment. This should include comparable experiences to those encountered in a real examination, such as practise with timed examinations as well as topics in multiple combinations.

reflect on feedback.

- Model the use of targeted and actionable feedback. Provide students opportunities to peer- and self-assess. Use the digital society journal to document and collect feedback for further revision.

Working with a well-practised process can help students respond with boldness and clarity during the examination.

During the examination, students should ...

unpack examination stimuli, sources and questions

- Note the demands of the question including the command term as well as question requirements.
- Carefully review stimuli and sources. Underline and/or document significant phrases and ideas. Note the cues in stimuli, sources and questions that relate to course topics.

plan the response

- If needed, quickly sketch a list of requirements for a successful response to the given question.
- As appropriate, outline a clear claim or argument along with items of supporting evidence as well as a logical organization for the response.

construct the response

- Avoid irrelevant, extraneous, or overly scripted responses. Address the question asked and not the question that they would like to have been asked.
- For longer responses, consider an introduction that states the central claim or argument. This should be threaded through the response in a logical way that is supported by evidence.
- Integrate accurate knowledge, information and terminology throughout the response.
- Briefly define important terms that appear in the question. Point out ambiguities in the question without repeating the question itself.
- Start a new paragraph for each new point. Each separate explanation deserves its own paragraph with related supporting evidence. Keep sentences short.

During the examination, students should ...

- Consider register and audience. Avoid colloquial and emotive language as well as confusing acronyms or abbreviations. Write as a social scientist rather than a journalist or politician.

review the response.

- Read the question again once the response is written to ensure that it is fully addressed.

Conducting workshops on these strategies is one way to integrate assessment preparation into the course.

Paper 1: Making connections

Paper 1 explores connections between course topics and real-world examples. There are distinct SL and HL versions of this examination.

SL paper 1			
Description	Four questions that address syllabus topics and real-world examples in an integrated way.		
Duration	1 hour 30 minutes		
Weighting and marks	40% 40 marks		
Question structure	Part a 6 marks Requires knowledge and understanding and may be subdivided.	Part b 6 marks Requires application and analysis and may be subdivided.	Part c 8 marks Requires evaluation and synthesis.
Student instruction	Questions each have three parts (a, b, and c). Students answer two of four questions.		

The difference between SL and HL versions of paper 1 involves the integration of HL extension topics.

HL paper 1				
Description	Six questions in two sections that address syllabus topics and real-world examples in an integrated way.			
Duration	2 hours 15 minutes			
Weighting and marks	Section A			Section B 12 marks
Question structure	Part a 6 marks Requires knowledge and understanding and may be subdivided.	Part b 6 marks Requires application and analysis and may be subdivided.	Part c 8 marks Requires evaluation and synthesis.	Extended response question that requires evaluation and synthesis as well as consideration of counterclaims.
Student instruction	Questions in section A each have three parts (a, b, and c). Students answer two of the four questions in section A. Section B has two extended response questions. Students answer one of two questions in section B.			

Preparing for paper 1

Familiarizing students with the design of the examination is crucial to their success with paper 1.

Markschemes

The examination's markschemes should be integrated into classroom activities so that, by the end of the course, students fully understand the demands of marking instruments for longer response questions. To facilitate this process, classroom-ready versions of paper 1 markschemes may be helpful to use with students.

Mock examinations

Many schools deliver mock examinations during the course. In addition to gauging student performance, mock examinations help students identify areas for improvement within the context of lower-stakes assessment.

Resources

These resources may be helpful for teachers to adapt and use in the digital society classroom.

- [Classroom rubrics \(PDF\)](#)

Student strategies for paper 1

The following strategies will help prepare students for paper 1.

Strategy 1: Always be prepared

Paper 1 simulates an inquiry by bringing together new and changing connections between topics and real-world examples. Planning and delivering in-class learning activities and workshops that allow students to practise with multiple combinations of topics is essential for supporting success with paper 1.

Additionally, HL students should have ample opportunities, as part of their required 90 hours of allocated time, to practise answering broad big idea questions typical of paper 1, section B. Practice questions should address all challenges in the HL extension and begin well before the pre-release statement is provided for paper 3 (near the end of the second year of study).

Strategy 2: Timing

Paper 1 is timed for students to respond to the required questions and stimuli in an economical manner. Work with students to ensure familiarity with paper 1 requirements so that time during the examination is focused on question selection and response. Shorter response questions in parts a and b should be handled concisely to allow greater time to focus on longer responses.

Strategy 3: Select the best questions

Due to the flexible nature of the course, there are many possible topic combinations that may be encountered. Encourage students to approach combinations with an open mind and to let their interests, prior inquiries and personal strengths guide the selection of questions. While all parts of a selected question must be answered (e.g., parts a, b, and c), there is optionality in the selection of questions themselves. Students are encouraged to select according to their strengths in both SL and HL versions of paper 1.

Strategy 4: Plan then respond

For longer response questions, planning will help students organize a more effective response that includes a claim or argument along with supporting evidence from their inquiries. Longer responses are not intended to be perfect reflections of formal academic writing, but should indicate logical organization, purposeful use of evidence, and substantiated claims, as well as accurate and relevant knowledge and terminology.

Strategy 5: Remember the markscheme

Longer response questions are scored using markschemes as well as marking guidance specific to a session. The markscheme is a powerful tool to share with students. Familiarity with this markscheme will ensure students understand what responses must demonstrate to be successful.

Paper 2: Working with sources

Paper 2 invites students to work like a social scientist by considering claims and perspectives of diverse real-world sources. This is a common SL and HL examination.

SL and HL paper 2				
Description	Four source-based questions that address syllabus topics in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics.			
Duration	1 hour 15 minutes			
Weighting and marks	For SL students 30% 24 marks		For HL students 20% 24 marks	
Question structure	Question 1 2 marks Requires knowledge and understanding related to a source and may be subdivided.	Question 2 4 marks Requires application and analysis related to the sources and may be subdivided.	Question 3 6 marks Requires comparing and/or contrasting sources along with the use of outside knowledge from the course.	Question 4 12 marks Requires evaluation and synthesis that integrates sources with knowledge from the course.
Student instruction	Students answer all four questions.			

Preparing for paper 2

Familiarizing students with the design of the examination is crucial to their success with paper 2.

Markschemes

The examination's markscheme should be integrated into classroom activities so that, by the end of the course, students fully understand the demands of marking instruments for longer response questions. To facilitate this process, a classroom-ready version of the paper 2 markscheme may be helpful to use with students.

Mock examinations

Many schools deliver mock examinations during the course. In addition to gauging student performance, mock examinations help students identify areas for improvement within the context of lower-stakes assessment.

Resources

These resources may be helpful for teachers to adapt and use in the digital society classroom.

- [Classroom rubrics \(PDF\)](#)

Student strategies for paper 2

The following strategies will help prepare students for paper 2.

Strategy 1: Always be prepared

Paper 2 involves understanding, analysing, evaluating and synthesizing the claims and perspectives of diverse sources relevant to the course. Students should be well practised in responding to previously unseen sources. Practice need not only occur through mock examinations. Given the significant role that they play in course inquiries, work with sources should be integrated throughout the course.

Strategy 2: Timing

Paper 2 timing is inclusive of source review time. Students will need to economically consider previously unseen sources in a timely but thorough manner. Work with students to ensure familiarity with paper 2 requirements so that time during the examination is focused completely on source review and question responses. Shorter response questions in parts a and b should be handled concisely to allow greater time to focus on longer responses.

Strategy 3: Move freely between sources and questions

Paper 2 simulates an inquiry by asking students to work with sources in a way comparable to the inquiry explore stage. Due to the flexible nature of the course, there are many possible sources and topics encountered in the examination. Encourage students to adopt a flexible approach to paper 2 so that they feel free to move between the sources and the questions as appropriate. While all questions must be answered, there is a degree of freedom and optionality in how students use sources in their responses.

Strategy 4: Plan then respond

For longer response questions, planning will help students organize a more effective response that includes a claim or argument along with supporting evidence from their inquiries. Longer responses are not intended to be perfect reflections of formal academic writing, but should indicate logical organization, purposeful use of evidence, and substantiated claims, as well as accurate and relevant knowledge and terminology.

Strategy 5: Remember the markscheme

Longer response questions are scored using markschemes as well as marking guidance specific to a session. The markscheme is a powerful tool to share with students. Familiarity with this markscheme will ensure students understand what responses must demonstrate to be successful.

Paper 3: Cultivating a challenge mindset

Paper 3 invites students to cultivate a challenge mindset and to make recommendations for future action. This is an HL-only examination that is preceded by a pre-release statement.

HL paper 3				
Description	Four questions that address an intervention to an HL challenge. A brief statement indicating the real-world nature of a selected challenge will be released prior to the examination.			
Duration	1 hour 15 minutes			
Weighting and marks	25% 30 marks			
Question structure	Question 1 4 marks Requires knowledge and understanding of the intervention and/or challenge and may be subdivided.	Question 2 6 marks Requires application and analysis of the intervention and/or challenge and may be subdivided.	Question 3 8 marks Requires evaluation of the intervention and/or challenge and may be subdivided.	Question 4 12 marks Requires recommendations for future action related to the intervention and/or challenge.
Student instruction	Students answer all four questions.			

Preparing for paper 3

Familiarizing students with the design of the examination is crucial to their success with paper 3.

Markschemes

The examination's markscheme should be integrated into classroom activities so that, by the end of the course, students fully understand the demands of marking instruments for longer response questions. To facilitate this process, a classroom-ready version of the paper 3 markscheme may be helpful to use with students.

Mock examinations

Many schools deliver mock examinations during the course. In addition to gauging student performance, mock examinations help students identify areas for improvement within the context of lower-stakes assessment.

Student strategies for paper 3

The following strategies will help prepare students for paper 3.

Strategy 1: Access the pre-release statement

Paper 3 is preceded by a pre-release statement that indicates the real-world nature of a course challenge and provides details to plan extended inquiries in advance of the examination. Students must have access

to the pre-release in order to conduct inquiries, which may be individual and collaborative, but should be student-led. It is recommended that 30 hours are allocated for HL extended inquiries based on the pre-release statement.

Strategy 2: Timing

Paper 3 is timing is inclusive of stimulus review time. Students should be well practised in considering previously unseen stimuli relevant to the pre-release in an economical manner. Shorter response questions should be addressed as concisely as possible to allow greater time on longer responses. Additionally, it is important for students to be familiar with paper 3 requirements so that time during the examination is focused completely on question responses.

Strategy 3: Become an expert

Paper 3 is a prime opportunity for students to foreground their knowledge, research and expertise about challenges and interventions studied during the course. Due to the flexible nature of the course, this expertise may be evidenced in many appropriate ways.

Encourage students to approach paper 3 with both rigour and curiosity as they evaluate the examination's proposed intervention and offer their own recommendations. Firmly rooting both evaluations and recommendations in the course framework will benefit students and sharpen their responses. While all questions must be answered, there is a degree of freedom and optionality in how students frame their responses given their extended inquiries.

Strategy 4: Plan then respond

For longer response questions, planning will help students organize a more effective response that includes a claim or argument along with supporting evidence from their inquiries. Longer responses are not intended to be perfect reflections of formal academic writing, but should indicate logical organization, purposeful use of evidence, and substantiated claims, as well as accurate and relevant knowledge and terminology.

Strategy 5: Remember the markscheme

Longer response questions are scored using markschemes as well as marking guidance specific to a session. The markscheme is a powerful tool to share with students. Familiarity with this markscheme will ensure students understand what responses must demonstrate to be successful.

The inquiry project

Note: The *Digital society guide* includes important details about assessment components. Guidance in the TSM is intended as support and is not a replacement for the information contained in the guide.

The inquiry project is a student-led assessment component that is internally assessed and externally moderated. The project is process-driven and intended to be completed in stages. The final project is submitted near the end of the two-year course. For the project, students investigate the impacts and implications of digital systems for people and communities. The inquiry project supports the development of digital society skills, including:

- managing inquiry projects through planning, documentation and feedback
- researching using diverse and relevant sources
- thinking in critical and creative ways
- communicating in multiple modes and media.

The inquiry project has common requirements for SL and HL students.

SL and HL inquiry project		
Description	Student-led inquiry investigating the impacts and implications of a real-world digital system through first-hand research.	
Duration	It is recommended that approximately 30 hours of teaching and learning time be allocated to the project.	
Weighting and marks	For SL students 30% 24 marks	For HL students 20% 24 marks
Components	Inquiry process document <ul style="list-style-type: none"> • A written document that discusses the refined inquiry focus and addresses the claims and perspectives of three essential sources. • Does not exceed 1500 words. Presentation <ul style="list-style-type: none"> • A recorded multimedia presentation that conveys the inquiry's analysis, evaluation and conclusions. Does not exceed 10 minutes. A list of references <ul style="list-style-type: none"> • A list of references for materials used in the project. 	

Inquiry project alignment

Inquiry project elements and assessment criteria align with the subject-specific inquiry model.

Inquiry stage	Inquiry project element	Assessment criterion (full marks)
Focus Developing and refining the inquiry focus.	Process document: Inquiry focus An explanation of the connection between the inquiry question, a specific,	A: Inquiry focus The focus is appropriate and targeted . The focus includes an inquiry question and a thorough explanation of its connection

Inquiry stage	Inquiry project element	Assessment criterion (full marks)
	relevant real-world example as well as course concepts, content and contexts.	to a specific, relevant real-world example and course concepts, content and contexts.
Explore Working with diverse and relevant sources.	Process document: Claims and perspectives A discussion of the claims and perspectives for three sources including a justification of their usefulness to the inquiry.	B: Claims and perspectives There is a thorough discussion of the claims and perspectives for each source that includes a clear justification for their usefulness in the inquiry.
Investigate Addressing impacts and implications for people and communities.	Presentation: Analysis and evaluation The student's own sustained and well-supported analysis and evaluation of impacts and implications of the digital systems for people and communities.	C: Analysis and evaluation The student's analysis and evaluation of impacts and implications for people and communities is effective, sustained and well supported by evidence.
Reflect Considering emerging trends, future developments and further insights.	Presentation: Conclusion Further insight reflecting the student's new understanding and ideas about their inquiry focus following their analysis and evaluation, together with a discussion of emerging trends and future developments.	D: Conclusion The conclusion provides effective and well-supported further insight into the inquiry focus with a thorough and substantiated discussion of emerging trends and future developments.
Share Communicating discoveries to others.	Presentation Structure The presentation must organize ideas and evidence in a logical manner that supports understanding and demonstrates a coherent use of media.	E: Communication Communication is effective . The presentation is well organized and coherently uses media to support understanding.

Student strategies for the inquiry project

The following strategies will help students with their inquiry project.

Strategy 1: Create a focus that matters

The inquiry focus must be targeted, appropriate and explicitly reference the required elements of a powerful question, compelling connections to the course and a relevant real-world example. The inquiry focus should be developed and refined by students with teacher supervision. The focus should motivate students to undertake independent, sustained and quality research. The focus should speak to a student's personal interests and passions—the best focus will be one that matters to a student. Creating an inquiry focus with this in mind will ensure that the project is truly self-directed, student-led and a meaningful learning experience.

Strategy 2: Draft, refine and repeat

The inquiry project is a multi-stage activity that takes place over time, rather than a final product developed at the end of the course. From this perspective, students are strongly encouraged to undertake cycles of drafting and refinement. As with other projects that students may encounter in future studies and in the workplace, framing project work as an iterative process that leads to a final product will lend itself to a more meaningful learning experience. In this way, students gain practical insight into the power and purpose of drafting and refinement as authentic real-world practices.

Strategy 3: Think and act in response to feedback

Specific, targeted and actionable feedback should be collected and considered at multiple stages of the project. Feedback can take many forms, including group critiques, oral commentaries, one-to-one meetings and more. Feedback may come from peers as well as from the teacher. The most important quality of effective feedback is that it leads to meaningful action to improve the project. Feedback at each stage and on one final draft of the project is crucial to a successful project.

Strategy 4: Be bold

Students are encouraged to be bold researchers and designers of their inquiry project. The specifications and requirements for the project provide a flexible framework that invites creativity and originality. The presentation, for instance, may take many forms: from a recorded presentation with voiceover, to an edited film or a documentary-style short. Student examples that accompany the course indicate some approaches to addressing the assessment criteria, but they are not definitive or required templates.

Strategy 5: Build the project with the criteria in mind

Providing student access to the project criteria is a required first step. The criteria are designed to facilitate project planning, drafting and refinement. They should not be seen as merely a summative evaluative instrument to be applied at the end of process. Integrating workshops, assessment preparation sessions and group discussions are ways to bring assessment criteria to forefront of project work. In this way, students will gain confidence and a sense of ownership of the project, its process and its evaluation.

The project process: Stage-by-stage

Resources

This resource provides stage-by-stage checklists to support the inquiry project. These checklists are further discussed throughout this chapter of the TSM.

- [Inquiry project checklists \(PDF\)](#)

Preparing for the project

The inquiry project should be woven into the life of the digital society classroom and not be a separate activity completed at the end of the course. There are many ways to prepare students for the inquiry project. The following table indicates how some preparatory activities might be sequenced.

Year 1	Year 2
<p>Workshops to develop relevant skills. For instance, workshops on project management and the use of research tools and methods.</p> <p>Assessment preparation sessions that familiarize students with project requirements, criteria, and sample completed projects.</p> <p>Mock projects that offer students practical experiences both individually and collaboratively.</p>	<p>Workshops to refine relevant skills. For instance, workshops on designing digital presentations, and organizing and supporting inquiry analysis and evaluation.</p> <p>Assessment preparation sessions for students to gain confidence with project requirements, criteria and the use of feedback.</p> <p>Drafting and feedback sessions for students to share in-process work.</p>

Focus: The starting point

An inquiry focus includes a **powerful question**, **compelling connections** and a **relevant real-world example**. The inquiry focus will evolve as the project continues and in response to feedback.

Note: Reference to command terms will help students understand the demands of this project element and criterion. Recall, for instance, that **explain** is to give a detailed account including reasons or causes.

Transform the spark into a focus

A student's inquiry focus might be sparked by curiosity surrounding a current event, news item, social media meme, personal experience or real-world issue or dilemma. Shaping an initial spark into a relevant real-world example and focus that can sustain an inquiry project is a crucial first step. The following table provides guidance sample starting points that might lead to an inquiry focus. Multiple focuses might be appropriate using the same elements. To receive full marks, an inquiry focus must include a thorough explanation.

Spark	Powerful question	Compelling connection(s)
<p>Contemporary dilemma</p> <p>Restrictions on the movement of people or communities</p>	<p>To what extent do digital systems impact the free movement of people?</p>	<p>Concept: Space</p> <p>Content: Data, Algorithms, Artificial Intelligence (AI)</p> <p>Context: Social</p>

Spark	Powerful question	Compelling connection(s)
linked to facial recognition technologies.		
Current event/news item An AI-generated deepfake video emerges of a prominent politician.	How are digital media changing contemporary politics?	Concept: Power Content: Algorithms, Media, AI Context: Political
Social media meme A viral meme advocating climate change denial via video sharing platform.	To what extent do social media platforms encourage the spread of disinformation?	Concept: Expression Content: Algorithms, Networks, Media Context: Environmental

Finalize the focus

A finalized focus is submitted as a part of the IPD. An example checklist for the inquiry project focus is provided as follows.

Checklist for inquiry focus	
Inquiry question	
	Does the focus include a powerful question that can be adequately researched?
	Will the focus support the project moving beyond description to analysis and evaluation?
Course connections	
	Does the focus include connections to course concepts, content and contexts?
	Is there at least one connection per topic category?
Real-world example	
	Is a relevant and specific real-world example involving digital systems and/or technologies included?
Explanation	
	Is there is a thoughtful and thorough explanation of the focus?
Format	
	Is the focus a maximum of 300 words?
	Are there source references, headings, labels and captions as appropriate? (Note that these elements do not count as part of the word limit for the section.)

Explore: Working with sources

In the inquiry process document students demonstrate how research was conducted by discussing the claims and perspectives of sources. This discussion includes a justification for each source's usefulness to the project.

Note: Reference to command terms will help students understand the demands of this element and criterion. Recall that a **discussion** offers a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. **Justify** is defined as giving valid reasons or evidence to support an answer or conclusion.

Select sources for discussion

There is no limit to number or type of sources that students may consult. Some sources will be more relevant and useful than others. Of these, students should select the **three sources** that they find most essential for the inquiry. Teacher supervision and feedback plays an important role in the selection of sources for discussion. Students should be guided to select only the most relevant sources for their discussion based on the word limit for this section as well as the demands of the criterion. All sources and materials used in the inquiry must also be included in the list of references.

Discuss claims and perspectives

The claims and perspectives for each selected source must be discussed. Additionally, as part of this discussion, students will need to justify why and how the source supports the inquiry. Economical use of words within the stipulated word limit is crucial. Teachers should encourage students to draft and refine this project element so that all requirements are addressed with precision and conciseness. About 400 words per source is recommended. An example checklist for the claims and perspectives discussion is provided as follows.

Checklist for claims and perspectives	
Source selection	
	Are three essential sources selected for the discussion?
	Is each source relevant, of high quality and capable of supporting the demands of the discussion and criterion?
Origins and purpose	
	Is each source accompanied by a brief but thorough discussion of its origin and purpose?
Meaning and methods	
	Is each source accompanied by a brief but thorough discussion of its meaning and methods?
Corroboration and use	
	Is each source accompanied by a brief but thorough discussion of its corroboration and use?
Justification	
	Is each source accompanied by a clear justification of its usefulness to the inquiry?
	Are there source references, headings, labels and captions as appropriate? (Note that these elements do not count as part of the word limit for the section.)
Format	
	Is the claims and perspective discussion a maximum of 1,200 words?
	Are there source references, headings, labels and captions as appropriate? (Note that these elements do not count as part of the word limit for the section.)

Investigate: Analysis and evaluation

In the presentation, the student's creative and critical thinking is evidenced through sustained and well-supported analysis and evaluation.

Note: Reference to command terms will help students understand the demands of this element and criterion. Recall that **analysis** means breaking something down in order to bring out the essential elements or structure. **Evaluate** entails making an appraisal by weighing up the strengths and limitations.

Remember the introduction

The presentation begins with a brief introduction that re-states the inquiry focus and outlines its significance. The introduction must include the same inquiry focus provided in the inquiry process document. The introduction is not directly assessed in the project criteria. However, a well-crafted introduction will make the presentation clearer and more engaging for its audience, including other students, teachers and moderators.

Use supporting questions

The guide and inquiry planner include supporting questions that can be used to aid student analysis and evaluation. Rather than attempt to address all supporting questions, teachers should encourage students to select 3–5 supporting questions that are most appropriate for their inquiry.

Move beyond description

Analysis and evaluation moves beyond description when it is original, effective, sustained and well supported. An example checklist for the analysis and evaluation is provided as follows.

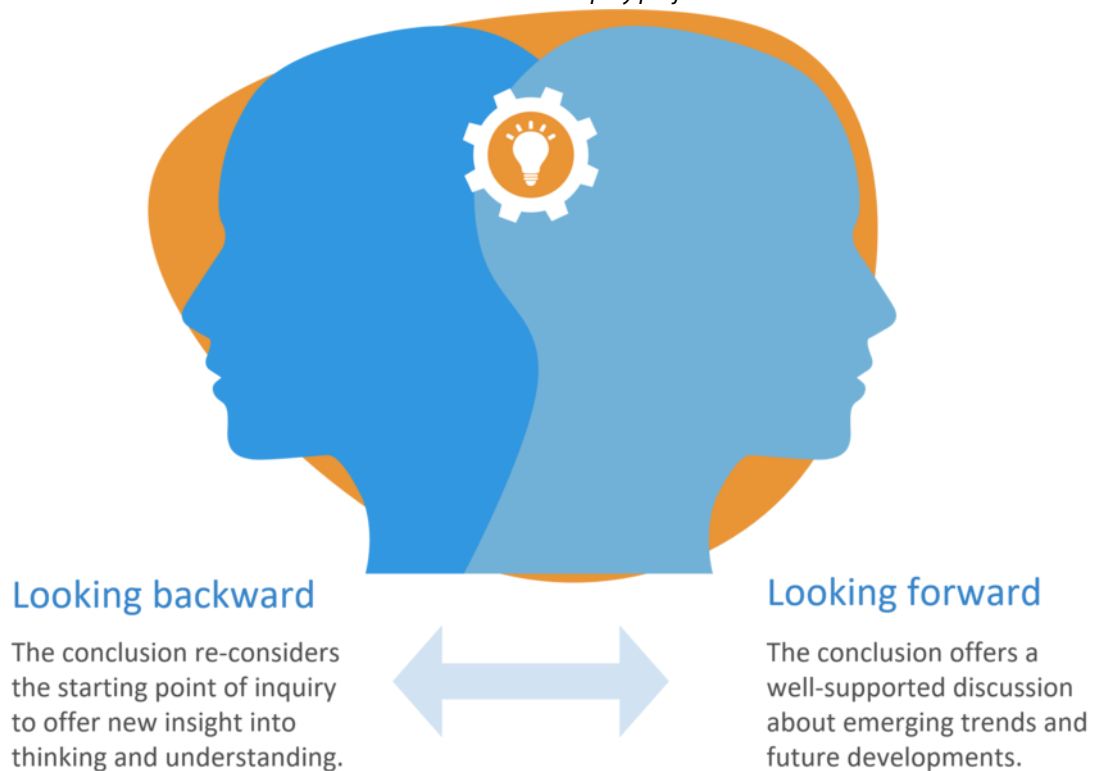
Checklist for analysis and evaluation	
Original	
	Is the analysis and evaluation reflective of the student's own thinking or does it merely repeat the ideas, analysis and evaluation of others?
Effective	
	Is the analysis and evaluation well-reasoned and convincing?
	Does the analysis and evaluation successfully address the issues raised by the focus in a persuasive and compelling manner?
Sustained	
	Is the analysis and evaluation thorough and threaded throughout the balance of the presentation?
Supported	
	Is the analysis and evaluation supported with accurate and relevant information as well as evidence from multiple perspectives?
Format	
	Does the presentation include sections (for example, introduction, analysis and evaluation) that are labelled/signposted for clear communication?
	Does the analysis and evaluation section comprise the balance of the presentation?
	Does the analysis and evaluation take advantage of available and useful media and modes?

Reflect: Insight and forecasting

The student should conclude the presentation with further insight into their original focus and by discussing emerging trends and future developments.

Note: Reference to command terms will help students understand the demands of this element and criterion. Recall that a **discussion** offers a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Figure 21
Reflection in the inquiry project



Look backward: Authentic insight

Every inquiry discovers something unexpected and new. Where an inquiry ends is often distinct from what was planned or predicted. In the conclusion, students should consider the natural evolution in their thinking by briefly revisiting the inquiry focus in light of new and changed understanding. Rather than an overly scripted moment that simply re-states the inquiry focus, the conclusion is intended to offer an authentic opportunity to probe, challenge and expand their original assumptions. Students should be encouraged to use the conclusion to respond to new discoveries as well as foreground aspects that surprised them along the way.

Look forward: Emerging trends and future developments

Just as the conclusion is a chance to look backward, it also offers an opportunity to forecast what might happen next. To build on their analysis and evaluation, students should consider emerging trends and future developments relevant to their inquiry focus. This forward-looking discussion need not address all possible, probable or desired futures, but rather indicate well-substantiated areas of importance in the immediate and/or long-term future. An example checklist for the conclusion is provided as follows.

Checklist for conclusion	
Insight into inquiry focus	
	Does the conclusion provide effective and well-supported insight into the starting focus?
Emerging trends and future developments	
	Does the conclusion include a thorough and substantiated discussion of emerging trends and future developments?

Checklist for conclusion	
Format	
	Does the presentation include sections (for example, conclusion) that are labelled/signposted for clear communication?
	Does the conclusion take advantage of available and useful media and modes?

Share: Creating an engaging presentation

An engaging presentation supports understanding through well-organized ideas and evidence as well as the coherent use of media.

Communicate effectively

Effective and confident communication results in a compelling synthesis of purpose, organization and coherence. To evidence these qualities in the presentation, students should consider the:

- the purpose of the presentation (such as, to inform, explain or persuade)
- how best to organize ideas and evidence through thoughtful arrangement, signposting and ordering
- how best to use and integrate media in a way that is engaging to peers, teachers and others.

Student examples that accompany the course indicate some approaches to the presentation element, but they are not definitive or required templates. An example checklist for presentation and communication is provided as follows.

Checklist for presentation and communication	
Organization	
	Does the presentation organize ideas and evidence in a logical manner?
	Does the organization support understanding of the issues raised by peers, the teacher and others?
Coherent use of media	
	Are visuals, text and/or audio carefully used and combined?
	Does the presentation contain a recorded commentary in the student's voice throughout the presentation and/or use audible text-to-speech tools?
	Is the presentation audible throughout?
	Does audio support understanding and use normal speed and standard editing techniques?
	Is the presentation constructed with visually appropriate material?
	Do visual materials support understanding?
	Is all text legible when viewed on screen?

Academic integrity and the project

Academic integrity is a positive and constructive aspect of teaching, learning and assessment that must be clearly communicated and modelled so that students understand their responsibility for producing ethical and authentic individual work. Additionally, teachers must work with students so that they know how to locate, access and integrate sources, as well as how to acknowledge all ideas, words and intellectual content taken or adapted from sources.

Citations and references

Academic integrity is an important skill developed in the inquiry project. In the project, students must exemplify ethical research that clearly distinguishes their own words and ideas from that of others. This happens both **at point of use** and in a **list of references**. In brief, for the purposes of academic integrity, students are required to:

- cite sources **at point of use** with written, visual and/or vocal cues, accompanied by a corresponding entry in the **list of references**
- acknowledge in the **list of references** audiovisual material, text, graphs, images and/or data used in their work that is not their own
- acknowledge in the **list of references**, the source of ideas, words and intellectual content quoted or used in the inquiry.

The following checklists summarize these requirements.

Checklist for point of use	
Citations in the project	
	Are all sources briefly and consistently cited at point of use?
	Are citations written, visual and/or verbal?
	Do citations include, if known, the surname of the author or creator?
	Do citations include, if known, the date of publication?

Checklist for list of references	
References from the project	
	Are all sources included in the list of references?
	Is the list of references constructed to facilitate easy access and understanding? (For example, use of a standard referencing system, legible text, alphabetic/thematic organization.)
Reference details	
Does each reference include, if known, the following details?	
	Surname of author or creator
	Title of source
	Date of publication
	Format of source
	Page numbers or time codes as applicable

Checklist for list of references

URL and date of access (for online sources)

Useful resources for academic integrity

Understanding academic integrity is integral for students in their further studies and future workplaces. Teachers should encourage students to view academic integrity as a professional skill to be developed rather than a system of compliance or a chore to be completed at the close of research. There are numerous resources to support this approach, including the following.

Online resources**Online writing guidance**

Several universities and libraries offer high-quality free guidance for academic writing and integrity.

- The Sweetland Center for Writing at the University of Michigan (lsa.umich.edu/sweetland/undergraduates/writing-guides.html) and the Online Writing Lab at Purdue University (owl.purdue.edu/owl/purdue_owl.html) are two trusted university writing centres.

Standardized writing and citation styles

There are several writing and citation style systems used in the social sciences and humanities.

- The Chicago Manual of Style (chicagomanualofstyle.org) is a benchmark style system often used by historians, sociologists, anthropologists, journalists and others.
- The Modern Language Association (style.mla.org) provides a style system used by those studying literature, film and the literary arts.
- The American Psychological Association (apastyle.apa.org) provides a style system frequently used by many in the behavioural and social sciences.

Citation generators

Online citation generators are great resources for creating instant citations and references within established and appropriate style systems. Some citation generators also increasingly provide plagiarism checks for teachers and students.

Reference management services

There are numerous online reference management services that integrate the ability to generate citations and references with powerful organizational and documentation tools. Such services are often fee-based and allow users to store and share bibliographic information for multiple projects.

IB academic integrity resources

The IB maintains several resources to support the development of academic integrity, including the following.

- [Academic integrity](#)
- [Effective citing and referencing](#)
- [Diploma Programme: From principles into practice](#)
- General regulations information in the annual [Diploma Programme Assessment procedures](#) (updated annually)
- Academic integrity information in the annual [Diploma Programme Assessment procedures](#) (updated annually)

Supporting the project: Supervision and feedback

Roles and responsibilities

Supporting students with the inquiry project involves peers and teachers who fulfil distinct roles and responsibilities related to project work.

Students	Teachers
<p>Project designers and leaders who:</p> <ul style="list-style-type: none"> consult project requirements and criteria plan, draft and refine project elements document discoveries and actions taken in response to feedback. <p>Peer sources of support and feedback who:</p> <ul style="list-style-type: none"> provide feedback to other students at key stages during the inquiry project highlight and share resources with other students. <p>Audience members who:</p> <ul style="list-style-type: none"> participate and acknowledge the accomplishments of others as well as offer suggestions for next steps and improvements. 	<p>Project supervisors who:</p> <ul style="list-style-type: none"> provide project requirements and criteria monitor student progress in order to ensure compliance with assessment requirements. <p>Sources of support and feedback who:</p> <ul style="list-style-type: none"> provide feedback to students at key stages during the inquiry project and on one complete draft prior to submission highlight and provide access to resources. <p>Assessors who:</p> <ul style="list-style-type: none"> assess the inquiry project with consistency as guided by assessment criteria provide justification for marks ensure moderation of marks as appropriate.

The purpose of feedback

Feedback is crucial for managing projects and inquiries throughout the course. At its most basic, feedback is a way of communicating useful information about present performance in light of desired future outcomes. There are immediate and ongoing benefits associated with effective feedback.

Benefits of effective feedback	
<p>Immediate and short-term feedback can:</p> <ul style="list-style-type: none"> identify the strengths and weaknesses of different learning strategies for individual students refine approaches to an inquiry and evaluate their effectiveness help students synthesize significant findings and conclusions from an inquiry help formulate next steps and connections to practical activities. 	<p>Ongoing and longer-term feedback can:</p> <ul style="list-style-type: none"> foster a collaborative partnership with students ensure that transferable student thinking and skills are foregrounded, including the ability to self-assess help students understand the in-process status of most types of work support students in the development of knowledge, skills and values.

Qualities of effective feedback

The most important indicator that feedback is effective is whether it is used by students to improve performance. Qualities that support improved performance are outlined as follows. These qualities are applicable to peers and teachers and provide a common framework for delivering feedback in the digital society classroom.

Quality	Description
Goal-oriented	Feedback should be rooted in explicit desired goals for future performance. One way to ensure clear goals is by using exemplar tasks and sample assessments.
Specific	Feedback should be specific to a given task or activity. Feedback that indicates how specific interventions might improve performance is more powerful than general advice.
Timely	Feedback should be provided as close in time to an activity or task as possible. Timely feedback does not need to be comprehensive, formal or written. Feedback should acknowledge what has been accomplished as well as what can be improved.
Actionable	Feedback should indicate not only opportunities for improvement, but also specific steps and longer-term strategies for improvement.
Accessible	Feedback should be delivered in such a way that is easily accessible to students in clear and precise formats.
Probing	Feedback should not only tell but ask. Probing questions that get to the heart of student understanding and performance are essential to effective feedback.
Iterative	Feedback should be ongoing and occur at multiple points during a task, activity or project. Feedback should help drive improvement rather than be provided solely as an endpoint.

Curating digital society resources

Types of resources

There is a wide variety of useful resources available to digital society students and teachers.

Resource type	Description and examples
News sources	<p>News sources can provide rich, topical and continuously updated real-world examples that are relevant to course topics and inquiries.</p> <ul style="list-style-type: none"> Traditional print and online newspapers, such as <i>The New York Times</i>. New media sources that offer news with a defined perspective, such as <i>MIT Technology Review</i>, <i>WIRED</i>, <i>Engadget</i> or <i>TechCrunch</i>.
Textbooks	<p>University-level textbooks that examine social and ethical impacts in digital society are increasingly available in both print and online formats.</p> <p>Before adopting a specific textbook, consider requesting an inspection copy to determine its appropriateness for your school context and needs.</p>
Books and book series	<p>Mass-market and academic-oriented books relevant to course topics are published with increasing frequency. Sometimes books are part of a continuing series that might be appropriate for the course.</p> <ul style="list-style-type: none"> Websites such as <i>Kirkus</i>, <i>BookAuthority</i> and <i>Forbes</i> often compile lists of top technology books published in a given quarter or year. Relevant books are often part of a series or imprint. For example, MIT Press's "Inside Technology", Polity Books's "Digital Futures" or Oxford University Press's "Very Short Introductions".
Academic journals and databases	<p>Peer-reviewed academic research available through specific journals and databases is important to integrate into the course.</p> <ul style="list-style-type: none"> The Directory of Open Access Journals and Google Scholar are excellent starting points for locating and accessing academic research.
Online platforms	<p>There are countless online platforms that offer resources relevant to the course.</p> <ul style="list-style-type: none"> Social media is a rich source to explore in the course. Wikipedia is an excellent, high-quality source that can be integrated into the course.
Practitioners and people	<p>The perspectives of real-world practitioners and people are highly valuable resources to be integrated into course activities and experiences.</p> <ul style="list-style-type: none"> For example, local coders, designers and tech workers.

Selecting appropriate resources

The subject-specific approach to exploring claims and perspectives is a helpful guide for selecting resources that may be appropriate for the digital society classroom.

Reflection question for evaluating resources	
Origins and purpose	<ul style="list-style-type: none"> • Where did the resource come from? • Who made it? • Why was the resource created? • What are some potential biases and limitations of the resource?
Meaning and methods	<ul style="list-style-type: none"> • What are the essential and/or main ideas in the resource? • What kinds of methods (for example, qualitative, quantitative, mixed) are used to support these ideas? • How does the resource communicate its ideas?
Corroboration and use	<ul style="list-style-type: none"> • Is the resource corroborated or trusted by experts in the field? • How has the resource been used by different people, communities and platforms? • Can the claims in the resource be verified?
Justification	<ul style="list-style-type: none"> • Is there a clear justification as to why this resource is relevant and useful for digital society?

Organizing and accessing resources

Building a real and virtual classroom library is an excellent way to organize and provide access to useful resources. There are several online guides to aid teachers in this endeavour.

Resources
<p>This linked resource discusses the importance of libraries for the IB community and outlines good practice for creating and maintaining library space.</p> <ul style="list-style-type: none"> • <i>Ideal libraries: A guide for schools</i>

Continuing the conversation: Emerging ideas and practice

Sharing good practice

Digital society is a new subject in the DP, with a growing community of educators and emerging good practice. Teachers are strongly encouraged to collaborate with other digital society educators formally and informally. Some possible ways to collaborate include the following.

- **Social media** connects classrooms, students and teachers. Teachers may consider searching and tagging digital society-related activities using a common hashtag (for example, #IBDigitalSociety) across social media channels and platforms.
- **Online communities and forums**, including those provided by the IB and others, are excellent ways to stay updated with course developments, news items and good practice for the classroom.
- **Conferencing tools and platforms** such as those used in video conferencing, virtual whiteboards and collaborative spaces, project management services, and digital media platforms can provide opportunities to collaboratively explore the digital society course.

Subject reports

Following each assessment session, the IB publishes subject reports for all DP subjects on the Programme Resource Centre. Subject reports discuss the performance of candidates in each assessment component for a given subject. Important areas addressed include strategies for improving student outcomes as well as impressions from the examining team. Subject reports are generally authored by senior examiners with extensive classroom experience. Teachers are strongly encouraged to consult subject reports on a regular basis and to adjust approaches to teaching, learning and assessment as appropriate.

Annual digital society insights reports

Each year a digital society insights report is published on the subject page of the Programme Resource Centre. This insights report provides a compendium of updated subject-specific resources relevant to teaching and learning in the course. New publications, developments and real-world issues are discussed. The insights report is a collaborative publication co-created by digital society educators and the IB. Teachers are encouraged to review past and current reports as they plan and design their approaches to the course.

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