Exercise walk-through

3.1
The inquiry project

International Baccalaureate · IB Diploma · Digital Society · SL

The inquiry cycle

- The project follows a cycle:
- 1. **Question**: choose a real digital system that affects people you can find out about, and focus it with the four parts from topic 01: concept + content + context + real-world example. 2. **Research**: collect **primary sources** (your own interviews, surveys or observations) and **secondary sources** (news reports, studies, official documents). 3. **Findings**: explain the impacts (what has changed) and the implications (what follows from it, for whom). 4. **Reflection**: what your inquiry could not see, and what you would do next.

Key terms (2)

- **Impact**: an effect that has already happened.
- **Implication**: what an **impact** means or may lead to, and for whom.
- **Inquiry process document**: the record, written during the project, of the choices you made and why.
- **Consent**: a person's agreement, given freely and knowing the purpose, to take part in research.

Check yourself

- 1.
- What three things do you submit for the inquiry project, and how much is it worth at SL and HL? 2. "Older people without smartphones were turned away from buses." Is this an **impact** or an **implication**?
- Write the other one. 3.
- Turn "technology and older people" into a focused question. 4.

Exercises 2.1·2.2

2.1 Name the four stages of the inquiry cycle. [4]

inquiry question

sources

findings

2.2 What is the difference between an impact and an implication, with one example? [2]

inquiry question

sources

findings

Exercises 2.1·2.2

2.1 Name the four stages of the inquiry cycle. [4]

inquiry question

sources

findings

2.1 Focused question: does the homework-chat group change who gets help (1); concept: power or social relations via change (any justified) (1); content: media or networks (any justified) (1); context: social (help as a community good); real case: the class chat group (1). (Any complete, justified focus accepted.)

2.2 What is the difference between an impact and an implication, with one example? [2]

inquiry question

sources

findings

2.2 An impact is the observable effect (help arrives faster for group members) (1); an implication is what follows from it (help quietly reroutes away from non-members) (1).

Exercises 2.3·2.4

2.3 Name the three parts of the project submission. [3]

inquiry question

sources

findings

2.4 What is the discipline of the process document? [2]

inquiry question

sources

findings

Exercises 2.3·2.4

2.3 Name the three parts of the project submission. [3]

inquiry question

sources

findings

2.3 The inquiry process document (1); the recorded multimedia presentation (1); the list of references (1).

2.4 What is the discipline of the process document? [2]

inquiry question

sources

findings

2.4 Written while the inquiry runs, not reconstructed after (1); the dated trail evidences planning, decisions and the feedback loop (1).

Exercises 2.5·3.1

2.5 Name the three presentation failure modes. [3]

inquiry question

sources

findings

3.1 *(Focus style.)* A student asks whether social media is bad. Refocus the question with the formula, and justify each choice. [4]

inquiry question

sources

findings

Exercises 2.5·3.1

2.5 Name the three presentation failure modes. [3]

inquiry question

sources

findings

2.5 The read-aloud essay (no other mode) (1); the montage (no argument) (1); the uncited figure (1).

3.1 *(Focus style.)* A student asks whether social media is bad. Refocus the question with the formula, and justify each choice. [4]

inquiry question

sources

findings

3.1 Refocused: does the class homework-chat group change who gets help (2); justification: social context situates help as a community good, media content names the ranked group feed, the real case keeps one platform in view (2).

Exercise 3.2

3.2 *(Document style.)* The process document was written the night before submission. Explain what the marker cannot see, and the fix. [4]

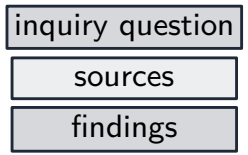
inquiry question

sources

findings

Exercise 3.2

3.2 *(Document style.)* The process document was written the night before submission. Explain what the marker cannot see, and the fix. [4]



3.2 The marker cannot see the inquiry being managed: no dated trail, no decisions with reasons, no feedback loop (2); fix: log focus, sources and decisions as they happen, and record the draft feedback with what changed (2).

Exercise 3.3

3.3 *(Presentation style.)* Draft the spine of the homework-chat presentation: question, sources, finding, reflection. [3]

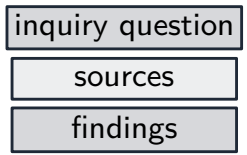
inquiry question

sources

findings

Exercise 3.3

3.3 *(Presentation style.)* Draft the spine of the homework-chat presentation: question, sources, finding, reflection. [3]



3.3 Spine: the question on one slide (1); the three sources with perspectives, the rerouting finding as a flow graphic with the clip (1); the reflection (the silent non-members surveyed next) with all eleven references (1).

Local review guidance: (R1) 3.1 completes the formula; 3.2 names what the trail evidences; 3.3 keeps every claim cited. Authored guidance.