International Baccalaureate
Middle Years Programme
PERSONAL PROJECT
GUIDE BOOK
2017

Name: _____ Homeroom: _____

Supervisor: _____

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INTRODUCTION TO THE PERSONAL PROJECT

What is a Personal Project?

The Personal Project is a culminating event of your time in the MYP. It is a significant piece of work produced over an extended period: nearly one year. It is a product of your own initiative to show the skills you have developed over the years in your subjects and through Approaches to Learning. The Personal Project will give you the opportunity to share with others something that is of great interest to you as an individual. <u>The key to your motivation and success will be to choose a topic you are really interested in.</u>

Aims

The aims of the MYP projects are to encourage and enable you to:

- participate in a sustained, self-directed inquiry within a global context

- generate creative new insights and develop deeper understandings through in-depth investigation

- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time

- communicate effectively in a variety of situations

- demonstrate responsible action through, or as a result of, learning

- appreciate the process of learning and take pride in your accomplishments.

Requirements of the Personal Project

- In year 5 of the programme, all students must complete the personal project, with the majority of their work undertaken in the final MYP year.
- Students are expected to spend approximately 25 hours on their personal project.
- The project needs to be presented using the English Language.
- Students and their supervisors must use the academic honesty form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.
- The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

PERSONAL PROJECT SECTIONS

There are 4 phases to the Personal Project.
1. Investigating
2. Planning
3. Taking Action
4. Reflecting

Each of these phases relates directly to the assessment criteria for the Personal Project.

When submitting the project for assessment, it <u>must</u> include the following sections:

- Evidence of a product/outcome
- A report
- Journal extracts from your OneNote Process Journal
- The Personal Project coversheet
- The completed academic honesty form
- Bibliography / references / sources.

ASSESSMENT CRITERIA

This section highlights the Assessment Criteria you will be assessed with by your Supervisor when your Personal Project is submitted.

In the final months of completing your Project, it is important that you refer to these criteria and use the checklists and evaluation sheets to make sure you understand what is required of you.

Please note the following:
- For each assessment criterion, a number of mark band descriptors, describing a range of achievement levels, are defined. The lowest level of achievement is represented as zero.

- The criteria are equally weighted.

- The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description

- **Presentations in the Personal Project Exhibition at the College are not assessed.**

The process by which your total level of achievement in terms of the assessment criteria is finally converted to a single grade can be found in the MYP Assessment Guide.

Remember, you MUST receive a minimum Grade 3 for the Project to eligible for a school based IB Certificate.

ASSESSMENT CRITERIA

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking Action	Maximum 8
Criterion D	Reflecting	Maximum 8
		Total 32

Criterion A: Investigating   Maximum: 8

In the personal project, students should:

i.   define a clear goal and global context for the project, based on personal interests

ii.   identify prior learning and subject-specific knowledge relevant to the project

iii.   demonstrate research skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. **state** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility ii. identify prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance iii. demonstrate **limited** research skills.
3–4	The student is able to: i. **outline** a **basic and appropriate** goal and context for the project, based on personal interests ii. identify **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project iii. demonstrate **adequate** research skills.
5–6	The student is able to: i. **define** a **clear and challenging** goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge **generally relevant** to the project iii. demonstrate **substantial** research skills.
7–8	The student is able to: i. **define** a **clear and highly challenging** goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project iii. demonstrate **excellent** research skills.

Criterion B: Planning   Maximum: 8

In the personal project, students should:

i.   develop criteria for the product/outcome

ii.   plan and record the development process of the project

iii.   demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. develop **limited** criteria for the product/outcome ii. present a **limited or partial** plan and record of the development process of the project iii. demonstrate **limited** self-management skills.
3–4	The student is able to: i. develop **adequate** criteria for the product/outcome ii. present an **adequate** plan and record of the development process of the project iii. demonstrate **adequate** self-management skills.
5–6	The student is able to: i. develop **substantial and appropriate** criteria for the product/outcome ii. present a **substantial** plan and record of the development process of the project iii. demonstrate **substantial** self-management skills.
7–8	The student is able to: i. develop **rigorous** criteria for the product/outcome ii. present a **detailed and accurate** plan and record of the development process of the project iii. demonstrate **excellent** self-management skills.

Criterion C: Taking action   Maximum: 8

In the personal project, students should:

i.   create a product/outcome in response to the goal, global context and criteria

ii.   demonstrate thinking skills

iii.   demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. create a **limited** product/outcome in response to the goal, global context and criteria ii. demonstrate **limited** thinking skills iii. demonstrate **limited** communication and social skills.
3–4	The student is able to: i. create a **basic** product/outcome in response to the goal, global context and criteria ii. demonstrate **adequate** thinking skills iii. demonstrate **adequate** communication and social skills.
5–6	The student is able to: i. create a **substantial** product/outcome in response to the goal, global context and criteria ii. demonstrate **substantial** thinking skills iii. demonstrate **substantial** communication and social skills.
7–8	The student is able to: i. create an **excellent** product/outcome in response to the goal, global context and criteria ii. demonstrate **excellent** thinking skills iii. demonstrate **excellent** communication and social skills.

Criterion D: Reflecting   Maximum: 8

In the personal project, students should:

i.   evaluate the quality of the product/outcome against their criteria

ii.   reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

iii.   reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. present a **limited** evaluation of the quality of the product/outcome against his or her criteria ii. present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **limited** reflection on his or her development as an IB learner through the project.
3–4	The student is able to: i. present a **basic** evaluation of the quality of the product/outcome against his or her criteria ii. present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **adequate** reflection on his or her development as an IB learner through the project.
5–6	The student is able to: i. present a **substantial** evaluation of the quality of the product/outcome against his or her criteria ii. present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **substantial** reflection on his or her development as an IB learner through the project.
7–8	The student is able to: i. present an **excellent** evaluation of the quality of the product/outcome against his or her criteria ii. present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present **excellent** reflection on his or her development as an IB learner through the project.

PERSONAL PROJECT TIMELINE

The timeline below has been created to help you complete all necessary components of the Personal Project. Further information on the tasks is presented throughout this Guidebook. You need to tick off each of these tasks as you complete them. Your Supervisor will then check the tasks at your meetings. Dates may be subject to change.

Deadline to complete Action	*Action*
23rd October 2016	**Part 1: Step 1: Investigating** • On the **Assessment Criteria** page read the rubrics for Criteria A, B, C and D. These are the criteria that you will be eventually assessed on. After you have done this, write a sentence about each criterion you will be assessed on for the Personal Project. Explain what you need to do to achieve well in each criterion. • Complete the **Introductory Questionnaire**. • Use your answers to the Introductory Questionnaire, as well as your discussion of ideas with others, to help you choose the best topic for your Project. • On the **Journal Entry 1** page, reflect on what draws you to this topic and why you are interested in it. Brainstorm the topic and any initial thoughts / knowledge you have about it. • Read about the Global Contexts on the **Global Contexts** page. • Complete the flow chart on the **Choosing the Global Context** page to help you choose a focus Global Context for your Project and to decide what Approaches to Learning skills you will focus on developing. • Download the Topic Form and Commitment Contract from the **Topic Form and Commitment Contract** page. Submit it to the Dropbox link on the page.
6th November 2016	**Part 1: Step 2: Investigating** • Complete the **Investigating Questionnaire**. • On the **Journal Entry 3** page, write a clear goal for your Project and identify prior learning and subject-specific knowledge you have about the product. • Meet with your Supervisor to show them / discuss the tasks above. Be prepared to make changes to your chosen goal and Global Context focus as a result of your Supervisor's recommendations. Fill out **Supervisor Meeting 1** with your supervisor at this meeting.
30th November 2016	**Part 2: Step 1: Investigating and Planning** • On the **Journal Entry 4** page, create a set of focus questions you need to find answers to when researching your topic and Global Context. Brainstorm at least five ideas for people / places/ information sources that you could use for researching your topic and Global Context. • Spend some time speaking to, visiting or gathering resources for research.

	- Using your research questions, begin researching your topic and Global Context. Take notes in the **Research** page (you can add more research pages if you wish). These notes could include writing, photographs, audio and/or video. Be sure to record references for all of your research. - In the **Journal Entry 5** page reflect on: - What specific information from your research has taught you about your topic and chosen Global Context. - How specific information from your research will help you to achieve your goal. - What decisions you will need to make to achieve your goal. Explain how specific information from your research will help you to make these decisions. - Begin creating criteria on the **Making a Criteria Rubric** page that you will use to assess the product you create at a later stage - Use the **Budget Sheet** to begin planning expenses for your Project. - On the **Action Plan** page, create a detailed step-by-step action plan for achieving your goal. - Continue researching, recording all the highly relevant research on the **Research** page - Read the information on the **Approaches to Learning** page and identify 2 – 5 specific Approaches to Learning skills that you wish to develop through completing the project. Record these on the **Approaches to Learning** page. - Before the holidays, meet with your Supervisor and complete the **Supervisor Meeting 2** form and the **Academic Honesty Form** - Meeting 1 section.
12th February 2017	**Step 4: Continuing working towards your Goal** - When you feel your research is complete, begin working on your product. The creation and development of your product should be recorded on the **Developing the Product** page (you can add more research pages if you wish). - Continue work on your project and continue to record your development process on the **Developing the Product** page. - Reflect on any changes you have had to make to your plan on the **Action Plan** page. If required create an amended plan. - Meet with your Supervisor to show them / discuss all of the above tasks. Complete the Supervisor Meeting form and Progress Reflection form on the **Supervisor Meeting 3** page.
March/April 2017	**Step 5: Continuing working towards your Goal** - Continue work on your project and continue to record your development process on the **Developing the Product** page. - Complete **Academic Honesty Form**- Meeting 2 section when you meet with your Supervisor to show them/discuss all of the above tasks. Record any notes on the **Supervisor Meeting 4** page.

6th May 2017	**Step 6: Continuing creation of the Project and the Report draft**
	• Read the **Personal Project Report Format** page and identify what Report <u>format</u> will best suit you and your product.
	• Continue work on your project and continue to record your development process on the **Developing the Product** page.
	• In the **Journal Entry 6** page:
	• Reflect on any problems you have encountered so far while creating your product
	• Explain how specific information from your research is helping you to find solutions to these problems.
	• Explain the difference between in-text and end-text referencing, and write down one example of each type of referencing.
	• Outline which report format you are planning to use and why
	• Read the **Report Structure page** and commence planning and drafting your report. Consider the format for your report and check the requirements for your format. Draft out an approach you will take to ensure all requirements of the report are addressed.
27th May 2017	**Step 7: Completion of product and assessing the product**
	• Finish your product.
	• In the **Journal Entry 7** page:
	• Reflect on how completing the product has extended your knowledge of the chosen topic.
	• Reflect on how completing the product has extended your understanding of the focus Global Context.
	• Connect your reflection to what you have learned as an IB learner.
	• Continue your first draft of the Personal Project Report- seek feedback on the material to date if needed.
	• Meet with your Supervisor to present the above journal tasks and your completed project. Go through your criteria with your Supervisor and reach a mutual agreement on the extent to which you have met the criteria you established to measure the success of your project in your product. Make notes on the **Supervisor Meeting 5** page.
	• Continue working on your report.
24th June 2017	**Step 8: Completion of Report draft**
	• Fill in Form 3 (pg. 40) to reflect on your progress.
	• Supervisor fills in Form 3 (pg. 40) and checks on the progress of the Report.
	• Complete the remaining sections of your Report draft including referencing.
	• Meet with your Supervisor to seek feedback and commence a second draft. Make notes on the **Supervisor Meeting 6** page.

22nd July 2017	**Step 9: Completing the Personal Project Report and final evaluations** • Using feedback your Supervisor has given you about your Report drafts, complete the final copy of your Personal Project Report including the required structure and word count requirements etc. • Carefully proof the final Report. • Meet with your Supervisor to go ensure you have covered all requirements for final submission. Make notes on the **==Supervisor Meeting 7==** page.

12th August 2017	**Step 10: Personal Project handed in**
	• Have your final meeting with your Supervisor.
	• Complete all final parts to the Academic Honesty Form
	• Submit your Personal Project, including:
	  ○ One hard copy of your Personal Project Report,
	  ○ One digital copy of the report
	    ▪ Report needs to include journal extracts from your OneNote Process Journal and a bibliography.
	  ○ The product or evidence of the product/outcome
	  ○ The personal Project coversheet
	  ○ The completed academic honesty form

Part 1: Investigating

In the personal project, students should:

i.   *define a clear goal and global context for the project, based on personal interests*
ii.   *identify prior learning and subject-specific knowledge relevant to the project*
iii.   *demonstrate research skills.*

A clear goal:

Identify a **goal**, based on areas or topics of interest to you. The project is your responsibility and is completed independently. You should develop a goal that you can accomplish, but which challenges your knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Deciding whether a project is realistic or unrealistic for you will be based on discussions between you and your supervisor. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work. The range is endless.

Ask yourself the following questions when setting your goal:
- What do I want to achieve through my Personal Project?

- What do I want others to understand about my work?

- What impact do I want my Project to have?

The Global Context

Select a **global context** this provides a context for inquiry and research for the project. You can choose only **one global context** to define your goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

The global context provides a context for inquiry and research for the project. You choose only one global context to define the goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Some examples of the use of each global context for an MYP personal project:

Global context	Examples of personal projects
Identities and relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	- Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying - How online identities impact offline relationships; a research essay - Keeping culinary traditions; a video series following family recipes with historical relevance - The effect of mass media on teenage identity; a short film
Orientation in space and time Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	- Explorers in search of a new world; immigration over the ages through visual texts - The Mayflower and the dream of religious freedom; a personal family history - Charting a family history through archives and a representational statue
Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	- Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture - The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers - Culture and self-expression through dance at the local community arts centre; a performance
Scientific and technical innovation Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	- Nano fibres build stronger bikes; a prototype bike with nano fibres - What's the matter with the anti-matter?; an informational talk - Why are genetics and genomics important to my health?; a media presentation - Can stem cells replace organ transplants?; an investigative report
Globalization and sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	- The struggle for water in developing countries; an awareness campaign - The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation - Education as the tool to change the future of Peru; a workshop for adults - The role of the developing countries in protecting the tropical rain forest; a collection of slides
Fairness and development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	- Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade - Open-market economies and their role in fair trade; a talk for students - Exploring the intersections of race and inequality; a radio broadcast - Asylum seekers and their right to live like us; a painting

Part 2: Planning

In the personal project, students should:

i.   *develop criteria for the product/outcome*
ii. *plan and record the development process of the project*
iii. *demonstrate self-management skills.*

Developing criteria for the product/outcome: Here is an example criteria rubric.
Source: Online Curriculum Centre: http://occ.ibo.org/

Example of a completed specification rubric for a cookbook

Your goal:	To create either a vegetarian or vegan cookbook that provides educational information and easy to create recipes suitable for all ages.				
Your global context:	An inquiry into identities and relationships				
	Aesthetics Appearance, style, colour, shape, pattern, form, texture, finish, layout	**Cost** Is there a maximum cost? Is this a material cost / time cost?	**User/Audience** Who it is for? Consider age, gender, socioeconomic background	**Function** What is its purpose? What will it do? How easily can it be used / maintained?	**Size / Content** Are there any specific sizes that need to be considered? Is there a particular amount of content required?
1 – 2 Limited	Loose pages of different recipes A few pictures	Not sure if each book would cost anything	Anybody	Create a cookbook of a couple of snacks	Less than five recipes No particular size
3 – 4 Adequate	A booklet containing the recipes A few colour photos	Each book to cost between $5 - $25	People who already know how to cook	Create a vegetarian / vegan cookbook of different snacks and treats The recipes have different levels	At least five recipes The size of a regular cookbook
5 – 6 Substantial	A booklet with gloss pages Colour photos to accompany most of the recipes	Each book to cost between $5 - $15	Teenagers and up	Create a vegetarian / vegan cookbook of numerous amounts of snacks and treats The recipes have levels of easy to medium	At least ten recipes The size of a medium-sized cookbook
7 – 8 Rigorous	A hardback book with gloss pages Colour photos to accompany each recipe	Each book to cost no more than $10	Teenagers and up They need to have some experience of cooking	Create a vegetarian / vegan cookbook with a wide variety of healthy snacks and treats The recipes have levels of easy, medium and hard	At least fifteen recipes 30cm by 20cm in size

Marking Key template example.
Source: Online Curriculum Centre: http://occ.ibo.org/

	Aesthetics Appearance, style, colour, shape, pattern, form, texture, finish, layout	Cost Is there a maximum cost? Is this a material cost / time cost?	User/Audience Who it is for? Consider age, gender, socioeconomic background	Environmental considerations How will the design directly or indirectly affect the environment?	Function What is its purpose? What will it do? How easily can it be used / maintained?	Materials What materials will be used? What properties do the materials need to have?	Size/content Are there any specific sizes that need to be considered? Is there a particular amount of content required?	Impact What impact do I want my product / outcome to have?
1 – 2 Limited								
3 – 4 Adequate								
5 – 6 Substantial								
7 – 8 Rigorous								

Part 3: Taking Action

In the personal project, students should:

i.   create a product/outcome in response to the goal, global context and criteria
ii.   demonstrate thinking skills
iii.   demonstrate communication and social skills.

As you are inquiring, planning, taking action and reflecting, you will need to choose particular Approaches to Learning skills. The Approaches to Learning Skills are outlined below:

Communication		
	I. Communication skills	
	How can students communicate through interaction?	**Exchanging thoughts, messages and information effectively through interaction** • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
	How can students demonstrate communication through language?	**Reading, writing and using language to gather and communicate information** • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports
Social		
	II. Collaboration skills	
	How can students collaborate?	**Working effectively with others** • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed

		• Take responsibility for one's own actions
		• Manage and resolve conflict, and work collaboratively in teams
		• Build consensus
		• Make fair and equitable decisions
		• Listen actively to other perspectives and ideas
		• Negotiate effectively
		• Encourage others to contribute
		• Exercise leadership and take on a variety of roles within groups
		• Give and receive meaningful feedback
		• Advocate for one's own rights and needs
Self-management		
	III. Organization skills	
	How can students demonstrate organization skills?	**Managing time and tasks effectively** • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively
	IV. Affective skills	
	How can students manage their own state of mind?	**Managing state of mind** • Mindfulness — Practise focus and concentration — Practise strategies to develop mental focus — Practise strategies to overcome distractions — Practise being aware of body–mind connections • Perseverance — Demonstrate persistence and perseverance — Practise delaying gratification • Emotional management — Practise strategies to overcome impulsiveness and anger — Practise strategies to prevent and eliminate bullying — Practise strategies to reduce stress and anxiety • Self-motivation — Practise analysing and attributing causes for failure — Practise managing self-talk — Practise positive thinking • Resilience — Practise "bouncing back" after adversity, mistakes and failures — Practise "failing well" — Practise dealing with disappointment and unmet expectations — Practise dealing with change
	V. Reflection skills	
	How can students be reflective?	**(Re)considering the process of learning; choosing and using ATL skills** • Develop new skills, techniques and strategies for effective learning • Identify strengths and weaknesses of personal learning strategies (self-assessment) • Demonstrate flexibility in the selection and use of learning strategies

		• Try new ATL skills and evaluate their effectiveness
		• Consider content
		— What did I learn about today?
		— What don't I yet understand?
		— What questions do I have now?
		• Consider ATL skills development
		— What can I already do?
		— How can I share my skills to help peers who need more practice?
		— What will I work on next?
		• Consider personal learning strategies
		— What can I do to become a more efficient and effective learner?
		— How can I become more flexible in my choice of learning strategies?
		— What factors are important for helping me learn well?
		• Focus on the process of creating by imitating the work of others
		• Consider ethical, cultural and environmental implications
		• Keep a journal to record reflections

Part 4: Reflecting

In the personal project, students should:

i. evaluate the quality of the product/outcome against their criteria
ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
iii. reflect on their development as IB learners through the project.

The following form is to be used by you and your Supervisor to give you feedback whilst you are working on your Personal Project. The form is designed to show you which areas you have improved in and which need more work.

Use this form to rate how you think you are progressing with each of the criteria listed: rate yourself from 1-4. You should refer to the assessment criterion and detailed level descriptors in the Personal Project Assessment Criteria section of the Guidebook for more detailed explanations of the expectations for each criterion. Once your Supervisor has filled in this form and provided comments, discuss the areas you are doing well in and those that require closer attention.

REFLECTION FORM

HOW ARE YOU PROGRESSING?

Use this form to rate how you think you are progressing with each of the criteria listed: rate yourself from 1-4. You should refer to the assessment criterion and detailed level descriptors in the Personal Project Assessment Criteria section of the Guidebook for more detailed explanations of the expectations for each criterion. Once your Supervisor has filled in this form and provided comments, discuss the areas you are doing well in and those that require closer attention.

Criteria	Beginning	Learning	Successful	Accomplished
Investigating	1	2	3	4
Planning	1	2	3	4
Taking Action	1	2	3	4
Reflection	1	2	3	4

Comment:

_____

_____

_____

_____

Supervisor's Signature: _____ **Date:** _____

The Process Journal

The process journal is the term used to refer to the record of progress maintained by the student throughout the project, which takes the form of a OneNote Notebook. The journal will also include your own observations and thoughts throughout the process. It will be about your planning process, a description of your research process, reflection about what you are doing and learning, the difficulties you face and overcome and the successes you experience. Your journal may include content such as mind maps, charts, short paragraphs, notes, timelines, annotated illustrations, pictures or dot points. The process journal can be written, visual, audio or a combination of these. The Process Journal is in the form of a OneNote Notebook.

You are responsible, through the use of your process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

The process journal is:	The process journal is not:
- used throughout the project to document its development - an evolving record of intents, processes and accomplishments - a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised - a place for recording interactions with sources, for example teachers, supervisors, external contributors - a place to record selected, annotated and/or edited research and to maintain a bibliography - a place for storing useful information, for example quotations, pictures, ideas, photographs - a means of exploring ideas and solutions - a place for evaluating work completed - a place for reflecting on learning - devised by the student in a format that suits his or her needs - a record of reflections and formative feedback received.	- used on a daily basis (unless this is useful for the student) - written up after the process has been completed - additional work on top of the project; it is part of and supports the project - a diary with details about the student's personal life

When working on your Project, continuously ask yourself the following questions and reflect on them in your journal:

- Which information relates to my Project question and goal?
- Do I have any answers to my Project question?
- Do I have enough information / data? Is it convincing? Do I need more?
- Can I leave out any unnecessary information?
- Am I addressing the Global Context appropriately?
- Have I achieved the goal that I set for myself?
- How could I modify my planning / research to improve my results?

Discuss these responses with your Supervisor and be sure to refer back to your goal constantly.

Don't forget to update your process journal regularly.

Selecting process journal extracts:

For final submission of your project the personal project, you will need to carefully select evidence from your process journal to demonstrate development in all criteria. **These extracts are submitted as appendices of the report or presentation at the conclusion of the projec**t. You are responsible for making the appropriate extracts available to the supervisor.

You should select a maximum of 10 individual extracts to represent the key developments of the project. These extracts need to be readable and of a high quality so they can be assessed as evidence of your planning and process when your project is assessed.

The student should select extracts that demonstrate how you have addressed each of the objectives, or annotate extracts to highlight this information.

An extract may include:

- visual thinking diagrams

- bulleted lists

- charts

- short paragraphs

- notes

- timelines, action plans

- annotated illustrations

- annotated research

- artifacts from inspirational visits to museums, performances, galleries

- pictures, photographs, sketches

- up to 30 seconds of visual or audio material

- screenshots of a blog or website

- self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if you have produced a questionnaire or survey that has been described and analysed in the report, you could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts (a maximum of ten pages) should simply be supporting evidence of the process and will not be individually assessed.

The Report

The report explains what you did for your Project and how and why you did it. It must be well structured, organised, and accurately written or presented. It will be handed in for marking, together with the Personal Project journal and the product itself.

Report Requirements:
Those who wish to present their Report in an alternative format, such as oral or multimedia, need to arrange an interview with the Personal Project Coordinator to apply for this.

Format	Length
Written	1,500–3,500 words
Electronic (website, blog, slideshow)	1,500–3,500 words
Oral (podcast, radio broadcast, recorded)	13–15 minutes
Visual (film)	13–15 minutes

The report, however creatively developed and presented, does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written form, such as an essay or novel, this is considered as distinct from the project report. You must be careful to ensure that your report is a distinct component of the MYP personal project and is not a collection of process journal entries.

Report Structure:
The format of the report for the personal project can vary depending on the resources available and the interests of the students. You should take into consideration your learning preferences, personal strengths and available resources when deciding on the best format for the report. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria. Your supervisor is responsible for providing guidance on the format of the report. The report should be presented in identifiable sections, following the MYP project objectives—**investigating, planning, taking action and reflecting**. The report must include evidence for all the strands of all criteria.

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. You must ensure that the report meets the assessment criteria and conforms to the structure as outlined above.

An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardisation purposes and for possible submission to the IB for moderation. You may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. The school and you should determine whether an appropriate audience would be effective for this format.

A visual report is usually a short film where you address the key moments of your personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates your achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

An electronic report can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, you must ensure that the electronic report meets the assessment criteria and effectively demonstrates your engagement with the personal project.

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown in the below.

Time (audio or audio-visual recording)		Word limit
3 minutes		1,200–2,800 words
6 minutes		900–2,100 words
9 minutes	And	600–1,400 words
12 minutes		300–700 words

Length requirements for multimedia reports

There are also file size restrictions for evidence supporting the product created for the projects chosen to be moderated by the International Baccalaureate Organisation:

The following table indicates maximum permissible file sizes and file types.

	Films / video / screencast	Audio	Images	Documents
Maximum files size	500MB	60MB or 60mins	5MB	50MB
Acceptable file types	.mp4 .mov (codec H264) .m4v	.mp3 .m4a	.jpg .jpeg .png .tif	.doc .docx .pdf (non-editable) .rtf

Source: 2017 ePortfolio newsletter

Personal Project Report Checklist

The personal project report should be presented in identifiable sections, following the MYP projects objectives. The report must include evidence for all strands of each criterion.

You may wish to use the checklist below to help structure your report and check that you have addressed all strands of the criteria.

Feature of the report		Check
Section 1: Objective A: Investigating This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.		
Define a clear goal and context for the project, based on personal interests	I give the precise meaning of the goal of my project; I explain "what I wanted to achieve; when, where, how and why I wanted to achieve it".	
	I define the global context that applies best to my project and explain its connection.	
	I describe what makes my project personal: the experiences, interests and ideas that make it important to me.	
	If I made changes to my goal during the project, I explain the changes and why I made them.	
Identify prior learning and subject- specific knowledge relevant to the project	I identify what I already knew about this topic/project and the sources of my knowledge.	
	I identify what I learned in MYP subject groups before the project started, and how this was helpful	
Demonstrate research skills	I outline the research skills I had when I started the project.	
	I discuss the research skills I developed through the project.	
	I explain how I may have shared my research skills to helpers who needed more practice.	
Section 2: Objective B: Planning This includes all the work you did to plan and organize your project towards a product/outcome.		
Develop criteria for the product/outcome	I refer to the criteria I developed to evaluate the project product/outcome.	
	If I made changes to my criteria during the project, I explain the changes and why I made them.	
Plan and record the development process of the project	I provide evidence of my planning through timelines, milestones or other tools/strategies.	
	I present a record of how the project progressed from start to finish.	
Demonstrate self-management skills	I outline the self-management skills I had when I started the project.	
	I discuss the self-management skills I developed through the project.	
	I explain how I may have shared my self-management skills to help peers who needed more practice.	

Section 3: Objective C: Taking action This is the main "doing" part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.		
Create a product/outcome in response to the goal, context and criteria	I discuss the product/outcome as the result of the process undertaken during the project.	
	I check that I have included evidence of my product to be submitted with my report.	
Demonstrate thinking skills	I outline the thinking skills I had when I started the project.	
	I discuss the thinking skills I developed through the project.	
	I explain how I may have shared my thinking skills to help peers who needed more practice.	
Demonstrate communication and social skills	I outline the communication and social skills I had when I started the project.	
	I discuss the communication and social skills I developed through the project.	
	I explain how I may have shared my communication and social skills to help peers who needed more practice.	
Section 4: Objective D: Reflecting This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.		
Evaluate the quality of the product/outcome against their criteria	I evaluate the product/outcome against the criteria I designed.	
	I identify the strengths, weaknesses and possible improvements of the product/outcome.	
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	I identify challenges and the solutions I developed to meet them.	
	I demonstrate a deeper knowledge and understanding of my topic and my identified global context.	
	I base my reflection on evidence, including my process journal.	
Reflect on their development as IB learners through the project	I identify how I have developed as a learner (using the IB learner profile as appropriate).	
	I discuss my strengths and weaknesses in completing the project.	
	I summarize the impact the project could have on my future learning.	

FAQS
(Frequently asked questions)

Who assists me with my Personal Project?
- The Personal Project Coordinator and the Head of MYP will give you all the information that you require and the Guidebook that you need to follow. You will also be matched with a suitable Supervisor.
- Your Personal Project Supervisor will meet with you regularly and help you to make decisions about your Project. Your Supervisor will also help you to keep focussed. You can ask your Supervisor for help when you are struggling for ideas or experience any difficulties.
- Your family and friends because you will need support and encouragement to work alone for a year. But remember: it is your Project.

What does my Personal Project Supervisor do?
- The supervisor is there to support you, but not do the work for you.
- Work with you to ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues.
- They will provide you with guidance in the process and completion of the project.
- They will confirm the authenticity of the work submitted.
- They will assess the MYP project using the required criteria.
- They will participate in the standardization of assessment process established by the school (cross marking of projects to ensure consistent standards across the College).

When do I work on my Personal Project?
You should work on your Personal Project in your free time and your school holidays. By following the tasks outlined on the previous pages and adhering to the deadlines, you can ensure that the tasks can be completed over a reasonable period of time. Your Personal Project should not:
- Be something completed at the last minute.
- Destroy your personal and social life, nor interfere with your studies.
- Be bound by any specific subject.

How is my Personal Project Assessed?
- Your Personal Project is assessed using assessment criteria.
- Once your Supervisor has assessed your Personal Project, other Supervisors will moderate it.
- There are four assessment criteria that are outlined earlier in this Guidebook.

Why is the Personal Project useful to me?
- You may never have another opportunity to explore something that is as much fun as this. Remember – the Personal Project is about what is of interest to YOU.

- You will discover skills and talents that you may not think you possessed.

- You may realise what you would/wouldn't like to choose for your career.

Which skills will I use for the Personal Project?
- Applying the whole Design Cycle from Design and the Sciences.

- The Process Journal from Arts and Design.

- Research and referencing from Societies and Individuals and other subjects.

- Report writing from Language Acquisition, Individuals and Societies and Religious Education.

- Writing a Reference List from all subjects.

- Using graphs, maps, photographs and tables from Mathematics, Sciences and Societies and Individuals.

- Using initiative, risk taking and demonstrating responsibility to your own learning process.

- Displaying self-motivation and perseverance.

REFERENCING

Record details of each information source you are using (e.g. books, magazines, brochures, websites, interviews, documentaries). You will use these details to put together a Reference List at the end of your Personal Project Report. You must use the APA Referencing method for this Reference List.

Here are some guidelines for preparing your Reference List:

- Set out the Reference List with each item on a new line
- The Reference List must be on a new page at the end of your Report
- The word References should be centred at the top of the page
- References are arranged alphabetically by the author's last name or by the title if there is no author
- Titles of larger works (i.e. books, journals) are italicised
- Entries are double-spaced.

Below are some examples of the most common types of sources and the format that should be used when referencing them. These examples will show you the type of information you will need to collect about your sources during the research process, so that you can record the source details in your Reference List.

Book with one author

> Bernstein, T. M. (1965). *The careful writer: A modern guide to English usage* (2nd ed.). New York, NY: Atheneum.

Work with two authors

> Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

Two or more works by the same author

Arrange by the year of publication, the earliest first.

> Postman, N. (1979). *Teaching as a conserving activity*. New York, NY: Delacorte Press.

> Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York, NY: Viking.

If works by the same author are published in the same year, arrange alphabetically by title and add a letter after the year as indicated below

McLuhan, M. (1970a). *Culture is our business*. New York, NY: McGraw-Hill.

McLuhan, M. (1970b). *From cliche to archetype*. New York, NY: Viking Press.

Article in a reference book or an entry in an encyclopedia

If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry.

Guignon, C. B. (1998). Existentialism. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 3, pp. 493-502). London, England: Routledge.

Article in a newspaper or magazine

Semenak, S. (1995, December 28). Feeling right at home: Government residence eschews traditional rules. *Montreal Gazette*, p. A4.

Driedger, S. D. (1998, April 20). After divorce. *Maclean's, 111*(16), 38-43.

Television or radio program

MacIntyre, L. (Reporter). (2002, January 23). Scandal of the Century [Television series episode]. In H. Cashore (Producer), *The fifth estate*. Toronto, Canada: Canadian Broadcasting Corporation.

Film, videorecording or DVD

Kubrick, S. (Director). (1980). *The Shining* [Motion picture]. United States: Warner Brothers.

Article in a journal

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin, 126*, 910-924.

Article from an electronic source

Provide the same information as you would for a printed journal article and add a retrieval statement that will identify the source of this information (eg its URL). If the site can only be accessed through a subscription, or if the URL is very long, include only the URL for the journal's home page.

Cooper, A., & Humphreys, K. (2008). The uncertainty is killing me: Self-triage

decision making and information availability. *E-Journal of Applied Psychology*,

4(1).

Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/article/view/124/129

Permission for use of Personal Details and Images

Personal Project Title:
Student Name:
Current Australian Privacy Legislation now requires that we seek permission to include personal details or images that are included in work that is sent across our Australian boundaries. Use of details or images from minors requires permission from their legal guardian.
Name of person providing permission:
Minor's name *(If required)***:**

I, *(insert name)* _____, hereby give my permission for my personal details and / or images, that I have provided for the identified Personal Project to be included in the Personal Project submission, *(insert title of project)* by *(insert name of student).*
OR
I, as legal guardian of *(insert name)* _____, hereby give my permission for the use of *(insert minor's name)* _____ personal details and / or images, as provided for the identified Personal Project to be included in the Personal Project submission, *(insert title of project)* by *(insert name of student).*

I am aware that:
- this Personal Project will be displayed publically at College,
- that material from the project may be used for College publicity or for educational purposes by the College,
- that the identified project may be selected for submission to the International Baccalaureate Organisation for assessment moderation. This will require that the selected project be sent to a central data base for distribution to a moderator for external moderation. Moderators may be based in other countries. This may include your images of and details as used in the identified Personal Project.
- that the IBO Data Management Systems are based overseas, and not managed or hosted by St Brigid's College. All materials will therefore be sent across Australian boarders.

Signed:
Date:

MYP PERSONAL PROJECT ACADEMIC HONESTY FORM

Student name	

Student number											

School name	

School number						

Supervisor name	

Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:

Meeting 3		37	Student: Supervisor:

Supervisor comment

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Supervisor's signature	Date

PERSONAL PROJECT COVER SHEET

Student name													
Student number													
School name													
School number													
Supervisor name													

Title of the project:

Goal of the project:

Length (word count and/or presentation time):

Included when submitting the project

A completed academic honesty form ☐

Process journal extracts ☐

Any supporting visual aids used during the presentation, if applicable

☐ Bibliography/sources