



International Baccalaureate
Personal Project
Middle Years Programme



Student Guide

All resources can also be found online at <http://ispmp.wikispaces.com/>

Acknowledgments

We would like to thank the practicing MYP teachers and students at ISP and the IB for their contributions to this guide. This student guide has been created using information and documentation from the MYP IB Personal Project Guide, Kambrya College, Melbourne and Bali International School.

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Personal Project Timeline and Deadlines

There will be a regular set focus for the Personal Project. You must meet with your supervisor regularly (ideally at least once a month). The purpose of meeting is to:

- Assist you to get started and determine a topic discuss your progress
- Support you to meet timelines
- Receive guidance, ideas and feed back

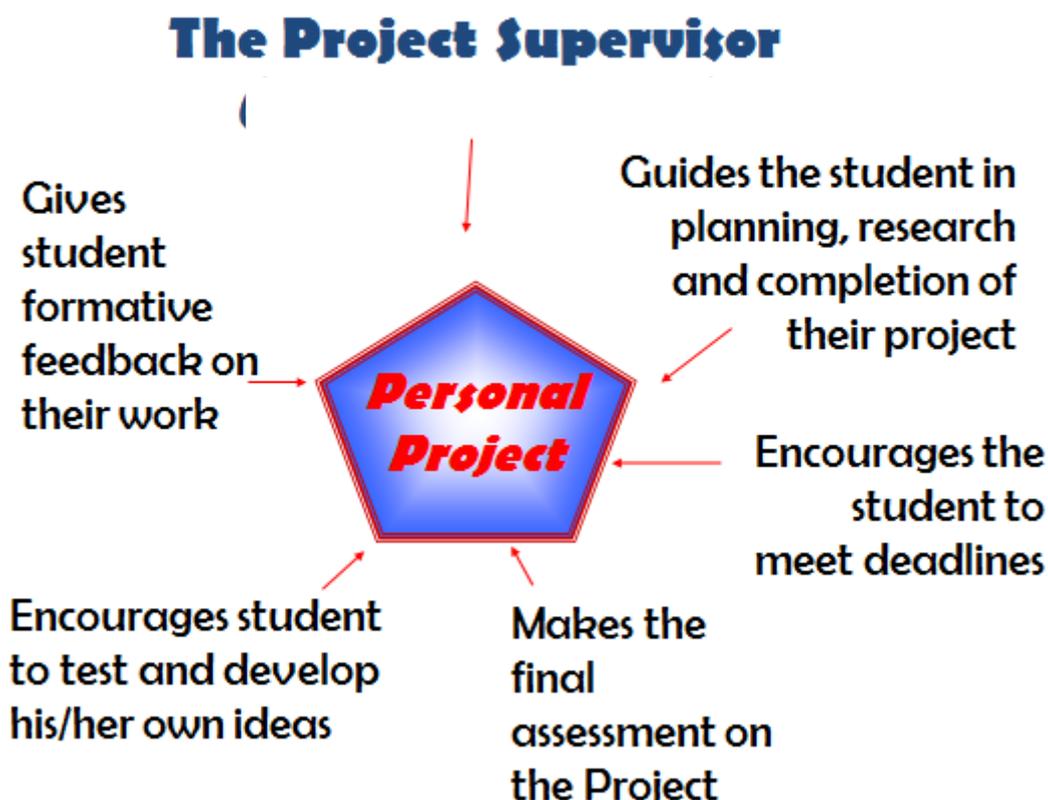
Please use this timeline as a personal checklist as you complete the Personal Project. It will also be used as part of the assessment of your organisation and can form part of your process journal.

Deadline	Action
Sept-Oct 2012	Phase 1 completed, show to your supervisor:
	<input type="checkbox"/> A clearly written SMART goal
	<input type="checkbox"/> Draft specifications against which you will evaluate your final product
	<input type="checkbox"/> The context for your choice- an Area of Interaction
	<input type="checkbox"/> A clear justification for your focus area of interaction
	<input type="checkbox"/> A plan on how you aim to achieve your goal
	<i>Students have initial meetings with supervisor Bring action plan and PP Handbook with ATL self-assessment</i>
	<input type="checkbox"/> Proposal (action plan) signed off by supervisor and parent/guardian
Nov-Dec 2012	Phase 2 completed, show to your supervisor:
	<input type="checkbox"/> Summary of your research information (what have you found?)
	<i>Second meeting with supervisor</i> <ul style="list-style-type: none"> • Go through general criteria comparing to action plan • Identify sources and materials • Use AOI questions in process journal
	<input type="checkbox"/> A full bibliography showing at least five different kinds of appropriate resources
	<input type="checkbox"/> A summary of your SMART goals and specifications
	<i>Third meeting with supervisor</i> <ul style="list-style-type: none"> • Clarify criteria/standards of success for project/product • Check in with action plan/progress • Evaluate adequacy of sources
Jan 2013	Phase 3 completed, show to your supervisor:
	<input type="checkbox"/> Justification of technique(s) chosen to create your product
	<input type="checkbox"/> Development of personal thought based on your research and process of creation
	<i>Fourth meeting with supervisor</i> <ul style="list-style-type: none"> • Deepen understanding of AOI and ATL through journal • Self-assess journal through Criterion A • Reflect on project and report-writing through criteria
	<input type="checkbox"/> Development of your understanding of your focus Area of Interaction based on your research and creation process.

Feb 2013	<p>Phase 4 completed, show to your supervisor:</p> <p><input type="checkbox"/> In the appendix photographic evidence of the finished product and the process with clear labels and captions</p> <p><input type="checkbox"/> Analysis of the information that you have found through your research.</p> <p><input type="checkbox"/> Analysis of the whole process</p> <p><input type="checkbox"/> Evaluation of product</p>
	<p><i>Fifth meeting with supervisor</i> <i>Is the project/product nearing completion or finished?</i></p> <ul style="list-style-type: none"> • <i>Outline report and discuss with supervisor</i> • <i>Review MLA standards and in-text citation</i> <p><i>Try out sample paragraphs using ATL and AOI</i></p>
March 2013	<p>Phase 5 completed Hand in first Draft to supervisor</p> <p><i>Sixth meeting with supervisor: student assesses project/ product (Criteria E) and report (B, C, D, F, G)</i></p> <p><i>Seventh meeting with supervisor: final feedback on draft</i></p>
	<p>Phase 6 completed Hand in the Personal Project and the project report to supervisor.</p>
April 2013	<p>Phase 7 completed: Internal Standardization</p> <p><u>MYP Personal Project Exhibition (Date to be confirmed)</u></p>

Role of the supervisor

Your supervisor's role is to guide and support you through the Personal Project. You will be notified of your supervisor during Term 1. You are *also* able to have a mentor to support you through the project. This person may be a friend, colleague, relative, neighbour or anyone who has an interest or expertise in your chosen area of interest (that you are developing through your Personal Project) Remember that the Project should be your own work.



You are required to maintain regular contact with your supervisor, at least once a term is recommended. **It is your responsibility to make contact with your supervisor.** It is a good idea to set appointments via email so that confirmation of times is always at hand. Emails can be included in your process journal.

The supervisor is not expected to be an expert in your chosen project (area of interest), nor expected to do your project for you. They are facilitators who will support and guide you on your learning journey.

The role of the supervisor includes:

- Providing guidance in the planning, research and completion of the project
- Enduring that the work is authentic
- Meeting with the student a minimum of once a term
- Making sure that the topic is inspired by one of the Areas of Interaction
- Making sure that the topic is realistic and that the desired product is achievable
- Ensuring that the student is able to clearly define their goal and specifications
- Ensuring that the student has formed key question and a statement of intention
- Making positive, constructive comments at each stage of the project
- Being part of the marking of the personal project according to the criteria

Experienced Personal Project students say DON'T

- Panic
- Wait until the last minute (procrastinate)
- Switch your idea during the process
- Feel embarrassed about asking questions from your supervisor, grade heads or the MYP coordinator
- Rush the process or the paper
- Use more than one AOI
- Use the internet as your only source of research
- Plagiarize (see your supervisor for help)
- Expect your supervisor or Hilda to bind your report

Experienced Personal Project students say DO

- Actively enlist a supervisor you'd like
- Keep up with your process journal so you can clearly document ATL
- Refer to former projects in library
- Decide on a goal you will enjoy and compare this to the AOI you've chosen and how this will affect the project as a whole
- Assign clear work times to organize yourself by making a timeline with clear deadlines
- Ask questions in your journal and seriously endeavour to answer them
- Get feedback from friends and discuss your projects with them
- Consider the type of research you should undertake and include it
- Define your final goal
- Get started on your report as early as possible
- Allow time for multiple drafts of the paper to be discussed with your supervisor
- Read the assessment criteria regularly
- Get information from Ms. Dornan on correct documentation of sources
- Use an outside reproduction agency for binding your report if desired

Introduction

What is the Personal Project?

The personal project is an individual project completed in Grade 10. It is completed in your own time. You have approximately 6 months to complete the project, beginning in September and finishing in April.

The personal project is an important part of the Middle Years Programme, giving you the opportunity to demonstrate your understanding of ISP's core values, as well as skills that you have learned during the middle years of schooling. It provides you with an opportunity to focus on one of the Areas of Interaction (AOI) through an individualised project. You will choose any topic that you have an interest in and would like to learn more about. You will achieve this through research. The project is assessed according to set criteria (See appendix).

The End Product

- A **process journal** (ongoing)- notes, diagrams, photos etc
- **Written report**
- A **product-** showcased with report and journal



The project consists of three main components:

1. The project itself

There are two types of Personal Project:

A. *Those which research a topic and result in an extended piece of writing*

These pieces should have a very clear purpose. The writing should not be a simple narrative recount or outline. You should:

- Decide on your topic
- Generate a clear purpose for your writing (to inform, educate, entertain, persuade, instruct, investigate etc)
- Determine who your audience will be (this will shape your language)
- Decide on an appropriate form (this will give your writing a purposeful structure)

B. *Those which involve creating something and result in a product or event*

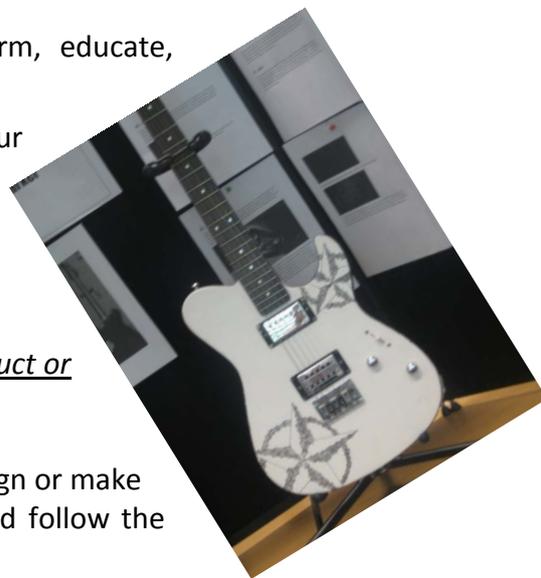
This option allows you to use your creative talents to build, design or make something. Your personal statement will be shorter but should follow the required format as set out in pages 23 to 25.

It is essential that you discuss your ideas with your supervisor to determine whether or not they are realistic. This may be the first time that you have undertaken a significant piece of independent investigation so it is anticipated that you will require the support of your supervisor.

The key elements to a successful and meaningful Personal Project are: Originality, individuality, personal and something you have a genuine interest in.

What type of work can be undertaken- general Guidelines

- An original piece of art/music/drama/dance composition/playwriting etc
- An original science experiment
- A written piece of work on a special topic
- An invention or specially designed object or system
- Essay on a subject that interests you
- Research of an idea
- Create a game/website/sport/book
- A musical production/CD/original recording /design/promotion



Some specific examples:



- How primary school student learn languages (extended writing)
- The importance of sports for handicapped people (extended writing)
- How different types of music are used in advertising (extended writing)
- Producing a school play (event)
- Training/ coaching and organising a tennis tournament (event)
- A painting about a theme: a grandfather's life story (product)
- Photographic essays (product)
- Collages about events (product)
- Animation film about a theme (product)
- Product or Event Projects
- Design and creation of a garment (product)
- Reclaiming and restoring something old, e.g. a doll's house, go-kart (product)
- Make a model- solar car, boat (product)
- Designing and creating costumes, guitar amplifiers, Chinese screen, stained glass window, sculpture etc (product)

The design, building, performing, writing and doing should not be rushed. A considerable amount of preparation needs to occur prior to actual product or event. There must be a strong purpose to your project and you should think about how you will meet your goals.

Remember that you will learn from your mistakes; ensure that you seek the advice of your supervisor on a regular basis.



2. A process journal

The journal will document the entire process of your Personal Project. It will include your planning process, a description of your research process, reflection about what you are doing and learning, the challenges that you faced and overcame and the success that you experiences. It can be illustrated and include plans and designs as appropriate.

3. A personal statement (report)

This can be a formal written piece which will explain what you did and how and why you did it. It must be well structured, and organised. The length will vary depending on your Project. You are expected to express your reflective thinking in a concise manner. The personal

statement is handed in for assessment along with the Project itself. (See appendix for guidance on this).

There are options on how you present this- talk to your supervisor about this.

Who?

As all Grade 10 students at ISP are part of our community and preparing for the Diploma Programme (DP) years in grades 11-12, every grade 10 student arriving before December completes a Personal Project and report. The PP is great preparation for the Extended Essay (EE), a key component of the DP, as it builds planning, organizational and research skills, such as in-text citation, all of which are integral to the AOI Approaches to Learning and a life of learning no matter what career you may choose later.



For students completing the MYP Diploma Requirements, the Personal Project (PP) has particular importance as it is the cumulating moment of the programme: a celebration of learning through the AOI! All students need to achieve a final level of 3 on their PP in order to meet the grade 11 DP entry level requirements.

Why?

The PP enables you to use a combination of skills developed through the 5-year program. In particular, students will demonstrate the accumulation of their independent learning skills through the AOI Approaches to Learning (ATL). Importantly, the PP allows for students to engage in and share their personal interests through the curriculum, preparing you for life-long learning. As the PP is a 6 month process, be sure to choose a topic you will enjoy learning about because you will be investing much time and energy into your product and the report. Choose a topic and AOI of which you will recognize the importance, whether it be in the present or for your future. This is your opportunity to prepare for future learning opportunities you may want to try out now.

It is an independent piece of research and/or endeavor that will probably be the most time-consuming project you've undertaken before. You are expected to spend an extended period of time on your process journal, the project and your report documenting, analyzing and reflecting upon the entire process.

The Personal Project (PP) is your opportunity to focus on an area of personal interest and a particular Area of Interaction (AOI) in order to expand your knowledge of that chosen subject. The AOI are ways of connecting with the real world and this should be reflected within the process and the report.

The PP allows you to demonstrate your understanding of the very core AOI Approaches to Learning (ATL), which has been emphasized all 5 years of the International Baccalaureate

Middle Years Programme (IBMYP). ***Every student's project has an AOI focus as well as treating ATL.***

A well-chosen project will involve an activity or task you enjoy doing. It will involve inquiry and learning that is worthwhile, and if you invest yourself in the experience, it will help you gain confidence as well as bring you personal satisfaction. Many students spend 50-60 hours. It is also worth pointing out that if you invest little time working on the project or you choose to complete the project at the last minute, it will be very clear to your supervisor and will reflect difficulty with ATL, impacting your final grade.

As with other MYP subjects, criterion-related assessment is used by supervisors to assess the process journal (1 criterion of 7), the project (1 criterion of 7) and the report (6 criteria of 7); students need be familiar with the criteria represented by these rubrics throughout the process. Students are encouraged to write their own criteria for their project success with their supervisor's support. This will be taken into account through criteria B and E.

Aims

- Use an area of interaction as a context for learning when engaging in personal inquiry about a relevant issue
- Develop or further one of your interests and develop confidence as a lifelong learner
- Demonstrate your ATL skills, attitudes, strategies and knowledge and show how they are required to complete a project over an extended period of time
- Reflect on your learning and knowledge (as well as others students' learning within the community)
- Build and inspire thoughtful and positive action

Remember that the PP experience is your own! Enjoy the process and think about the positive outcomes along the way. Take the time to give yourself credit within your process journal along the way. It's not about knowing how to do it before you begin, but about recognizing your own strengths and weaknesses within the demands of the goal set.

The PP is a time to gain confidence and respect for yourself and your ideas. Remaining organized is a great way to keep up optimism, create a positive environment and bring yourself a rewarding outcome. The PP showcase goal is to celebrate this experience.

Last, don't forget you are learning in a community. You are not alone. Other students, your supervisor, homeroom teachers, subject teachers, the librarian, your parents and the MYP coordinators are here to help you along the way. Discuss what is difficult or curious with all of us!

Personal project assessment criteria

Please note that the assessment criteria in this guide are for first use in **final assessment** in June 2012 for northern hemisphere schools and December 2012 for southern hemisphere schools.

The following assessment criteria have been established by the IB for the personal project in the MYP. All assessment of the personal project in year 5 of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification. Schools must not add or remove assessment criteria or alter descriptors.

The third column in the table below indicates where the evidence will be found.

Criterion A	Use the process journal	Process journal	Maximum 4
Criterion B	Define the goal	Report	Maximum 4
Criterion C	Select sources	Report	Maximum 4
Criterion D	Apply information	Report	Maximum 4
Criterion E (non-moderated)	Achieve the goal	Product and report	Maximum 4
Criterion F	Reflect on learning	Report	Maximum 4
Criterion G	Report the project	Report	Maximum 4
			Total 28

For each assessment criterion, a number of level descriptors are defined. These describe a range of achievement levels with the lowest level represented as 0.

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

Criterion A: Use the process journal

Maximum: 4

Students should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

The section “Completing the personal project” in this guide has guidance concerning the type of evidence that students should include in the process journal. Supervisors should also refer to the areas of interaction section in the guide *MYP: From principles into practice* (August 2008), for specific guidance concerning ATL.

Extracts from the process journal must be submitted in samples of work for external moderation to support the level awarded for criterion A. The student must take responsibility for making the appropriate extracts available to the supervisor.

The extracts chosen to support the level awarded for criterion A should reflect each of the strands in the criterion. It is anticipated that the complete process journal will be more extensive. However, between 10 and 20 individual entries are sufficient to represent the student’s work. An individual entry does not need to be extensive and includes any of the examples that students might use to document the process, referred to in the subsection “Using the process journal”.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
2	The student demonstrates some : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • organizational skills through time and self-management • communication and collaboration with the supervisor • information literacy, thinking and reflection.

Criterion B: Define the goal

Maximum: 4

Students should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

The specifications for the product/outcome created by the student, in consultation with the project supervisor, are used to evaluate the success of the project.

These student-created specifications for their product/outcome link to criterion E, in which the student evaluates his or her outcome/product.

The *Personal project teacher support material* provides guidance concerning the specifications that students create to evaluate their product or outcome.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none"> • identifies the topic of interest, a focus area of interaction and a limited goal • creates minimal specifications to evaluate the project's outcome/product or none at all.
2	The student: <ul style="list-style-type: none"> • outlines superficially the topic of interest, the focus area of interaction and an achievable goal • creates specifications for evaluating the project's outcome/product, however they lack definition.
3	The student: <ul style="list-style-type: none"> • describes clearly the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates satisfactory specifications for evaluating the project's outcome/product.
4	The student: <ul style="list-style-type: none"> • justifies effectively the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates appropriately rigorous specifications for evaluating the project's outcome/product.

Criterion C: Select sources

Maximum: 4

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none"> • selects very few relevant sources to achieve the goal • demonstrates minimal evaluation of sources.
2	The student: <ul style="list-style-type: none"> • selects some relevant sources to achieve the goal • demonstrates some evaluation of sources.
3	The student: <ul style="list-style-type: none"> • selects a satisfactory variety of relevant sources to achieve the goal • demonstrates satisfactory evaluation of sources.
4	The student: <ul style="list-style-type: none"> • selects a wide variety of relevant sources to achieve the goal • demonstrates well-developed evaluation of sources.

Criterion D: Apply information

Maximum: 4

Students should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Students interpret the information from sources they have researched and selected. By thinking about the information, students develop a broader context for their inquiry; identify questions and issues for their project and solve problems.

Students may have researched information relating to techniques, which can be discussed in the context of this objective.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
2	The student demonstrates some : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.

Criterion E: Achieve the goal

Maximum: 4

Students should:

- evaluate the outcome/product against their own specifications for success.

The final level awarded is decided in collaboration with the supervisor.

It is crucial that the specifications are developed by the student before completing the project (see criterion B). The student must discuss any changes in the specifications that took place during the process in his or her report. Where a student does not complete the outcome/product because of factors outside of his or her control, criterion E applies to the stage that the project reached.

This criterion is not adjusted in the external moderation process.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student evaluates the quality of the outcome/product. The outcome/product is of very limited quality and meets few of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of limited quality and meets some of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of satisfactory quality and meets many of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of high quality and meets most or all of the specifications.

Criterion F: Reflect on learning

Maximum: 4

Students should:

- reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

This criterion addresses the quality of ideas expressed not the quality of language used.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates some : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates satisfactory : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates well-developed : <ul style="list-style-type: none"> • reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction • reflection on how he or she has developed as a learner by completing the project.

Criterion G: Report the project

Maximum: 4

Students should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates: <ul style="list-style-type: none"> • minimal organization of the project report according to the required structure • communication, which is rarely clear, coherent and concise and may not meet required limits • inaccurate use of recognized conventions to acknowledge sources or no acknowledgement of sources.
2	The student demonstrates: <ul style="list-style-type: none"> • some organization of the project report according to the required structure • communication, which is sometimes clear, coherent and concise and is within required limits • some accurate use of recognized conventions to acknowledge sources.
3	The student demonstrates: <ul style="list-style-type: none"> • satisfactory organization of the project report according to the required structure • communication, which is generally clear, coherent and concise and is within required limits • generally accurate use of recognized conventions to acknowledge sources.
4	The student demonstrates: <ul style="list-style-type: none"> • consistent organization of the project report according to the required structure • communication, which is clear, coherent and concise and is within required limits • accurate use of recognized conventions to acknowledge sources, possibly with minor errors.

Using the criteria to move through the process

Criterion A

What might well-developed use of the process journal look like?

The student shows evidence of personal goal-setting, and a plan of action is included. This is updated as necessary if changes occur. He or she always has the relevant materials in meetings with the supervisor and during work periods.

Meeting arrangements with the supervisor are always followed or initiated; the student uses the meeting time productively to ask questions and seek information; there is dialogue between the student and supervisor.

The student records sources consulted and includes extracts of relevant information or notes of where to find this. He or she shows evidence of brainstorming ideas and use of organizational tools such as charts, diagrams or lists. He or she identifies problems, creates solutions and includes reflections at various stages of the process. He or she includes feedback from the meetings with the supervisor.

(ISP is grateful to the IB and participating schools for the above section)

Criterion B

What might well-developed definition of the goal look like?

The student has provided clear and explicit reasoning for the choice of topic, focus area of interaction focus and goal. He or she has supported their choices with appropriate examples and has made clear the thinking behind the choices.

The specifications for the outcome/product are clear and sufficiently demanding for the student and the outcome/product. They are appropriate to the outcome/product and relate directly to the student's goal. They provide a structure for the student to work towards, as well as a means of the student being able to evaluate the outcome/product.

(ISP is grateful to the IB and participating schools for the above section)

SMART Goal Setting

Goals should emphasise what you WANT to happen.

Specific

Specific is the What, Why and How of the SMART model

- What are you going to do: direct, organise, lead, plan, build, etc
- Why is this important?
- How are you going to do it?

Measurable

If you can't measure it, you can't manage it! Basically, your goal needs to be able to be measured so you know if it is a success.

- Choose goals that you can see the change occur e.g. "I want to read 100 pages a night" not "I want to be a good reader".
- Establish how you will measure your progress

Attainable/ Achievable

- How can you make your goals come true?
- Think about all your commitments and your work habits and set your goals so that you can reach them.
- If your goals are too far out of reach, you won't commit to them.
- You want to feel SUCCESS!

Realistic/ Results driven

This doesn't mean "easy" – it means "do-able". It should push your skills and knowledge but it shouldn't break you.

- Your goal has to be realistic: never eating sweets or cakes again may not be realistic if you like these foods. Setting a goal of eating one piece of fruit a day instead of a sweet is realistic.
- Be sure to set goals you can attain with effort.

Set the bar high enough for a satisfying achievement!

Timely

- Set a time frame for the goal: for next week, in three months. Putting an end point on your goal gives you a target.
- If you don't set a time, the commitment is too vague. There is no urgency.
- Time must be measurable, attainable, realistic.

Everyone will benefit from goals and objectives if they are SMART.

The inclusion of an "I" (inspiration) is important when you set your project goal as it asks you to clearly outline why you have chosen your project and highlights your passion and interest for your chosen area.

To be successful, you must be able to sustain your interest for the duration of the project.

Criterion C

Types of sources include students' prior knowledge, as well as primary and secondary sources such as journals, books, personal interviews, documentaries, newspapers, encyclopedias, museum displays, TV programs, artifacts and any versions of those on the internet. A student's prior knowledge should not be the entirety of the student's sources; it is one aspect and must be part of a variety of sources.

The criteria involved in evaluating a source include credibility, accuracy, objectivity and currency.

What might a well-developed selection of sources look like?

Variety has to be interpreted in relation to the topic of the project and the availability of sources for that topic.

Well-developed evaluation would include many of the following criteria: author, authenticity, credibility, accuracy, currency (how up to date is it?) and perspective. The student uses these criteria to give reasoned evaluations of the reliability of the sources

(ISP is grateful to the IB and participating schools for the above section)

Criterion D

What might a well-developed application of information look like?

What sources do I use for my investigation?

You have access to a variety of information sources:

- Books
- Articles from magazines, journals, newspapers
- Web sites
- Expert people

You should use them all, initially, to find out as much as you can on your topic.

Record all of the sources you read, view, listen to, interview in your process journal. This will form a valuable resource for later in the project process.

How do I choose what information to use?

Having investigated your topic by reading, viewing, listening and interviewing to gather information, now you have to sort through what you have gathered to choose what is most useful or appropriate for your project response.

There are many techniques you can apply to choose which information to use and which to leave out. Some examples are identified below as guides or reminders of what to do at this point. Sometimes one technique will work. More likely you will have to use combinations of them to finally choose what information to use.

Straight logic

This technique requires you to simply select information by thinking about its relevance to your inquiry question. You label pieces of information as either 'Relevant' or 'Irrelevant' and then use the 'Relevant' information for your project.

Degree of importance

You make four categories and go through your information labeling each piece of information according to the category that best describes what you have found. The categories are:

Absolutely essential

You cannot respond to the inquiry question if you don't use this information. Keep it and use it.

Very useful

This is information that should be used in the response because it makes very clear to everyone what you have learned or want other people to learn about your topic. Use as much of this as you can.

Interesting

This information does refer to the inquiry question, but if you did leave it out it wouldn't radically change your response. Use it if you don't have enough of the two levels above.

Irrelevant

When you look at your inquiry question this information doesn't really help. It is related to the topic only, but not the area of interaction. You ignore this information.

The Checklist

For this technique you have a series of questions that you apply to each piece of information. If it receives ticks against all questions then clearly you should use the information in your response.

- Is the information source reliable and is the information accurate?
- Is the information current or still valuable if it is older?
- Does the information help me respond to the inquiry question?
- Does the information connect clearly with the area of interaction or aspects of it?
- Does the information belong to my topic?
- Will the information help me to develop my project product?

Criterion E

Most importantly, you will need to make sure your report includes the standards for success set at the beginning of the process for your product outcome. You will have explicitly explained in the report how you have used information to support the development of the goal. You will also have included specific examples from the process; such as where you have applied ideas from sources, extended ideas, solved problems and developed techniques in relation to the goal.

Criterion F

What might well-developed reflection on learning look like?

The student gives clear and specific examples of new learning about the topic and focus area of interaction, as a result of achieving the goal. He or she also gives clear and specific examples of new learning about themselves as a learner in relation to approaches to learning, answering the general question “how do I learn best?”

In general terms, the reflection is detailed, shows self-awareness and is made explicit in the report.

Criterion G

What is the project report?

The report is the formal record of the entire process you undertook to complete your Personal Project investigation. It will explain clearly to whoever reads, listens to or watches it:

Your area of interaction context

Your specific topic

Your inquiry question and the product or outcome you created

Your plans and the process you implemented

The resources you used

The techniques you applied

The challenges and issues you faced and perhaps solved

What you learned about your topic and area of interaction from your investigation

What you learned about yourself as a learner from the Personal Project experience

What should the project report look like?

The report is the place where you bring together and summarize your thinking, process and creation that helped you to complete your project.

It can take different formats depending on what has been agreed with your supervisor. You need to think about how you will report your project early on in the process and build the report into the whole timeframe. You can start drafting the report at any stage or begin when you have completed the outcome or product, however make sure you plan in enough time to produce the report.

The report doesn't replace the product or outcome of your project. You will need to plan and organize the information. Your process journal will be extremely important at this point as it will contain all the information you need to complete the report, if you have used it consistently.

Structure of the personal project report

The report must include:

Title page
Table of contents
Body of the report
Bibliography
Appendices

The Title page must include:

- Student name
- Title of the project
- Length (word count)
- School name
- Year

The body of the report is structured around the objectives and assessment criteria and it must include these sections.

- The goal (criterion B)
- Selection of sources (criterion C)
- Application of information (criterion D)
- Achieving the goal (criterion E)
- Reflection on learning (criterion F)

(ISP is grateful to the IB and participating schools for the above section)

More information on the body of the report

- **An introduction:** What is your personal project about and why should anyone take interest in it? Define the goal of your project. Include an explicit focus on the chosen area(s) of interaction. Identify any specific ATL skills that were of particular importance. If one or two of your sources were particularly relevant you may choose to mention them. The introduction should finish with a guiding statement that identifies the most significant learning that went on for you.
- Provide a **detailed outline** of how you intended to achieve the project and what changes you may have made. This may be done as a separate section still within the introduction if you more or less followed your initial planning. However, if you made regular adjustments to your initial plans, this should be a section on its own.
- Regardless of whether you include your planning in the introductory section or as a section or sections apart, be sure to **use your AOI focus and ATL to explain all the steps** you went through. Refer to the AOI and ATL in sentences regularly. Include what went well, what went wrong and how you overcame difficulties.
- Include helpful **main headings and sub-headings** within the essay as fit with your PP experience and process.
- The main body of your essay should include detailed, **reflective analysis**. Use **your AOI focus** to do your analysis. When you discuss your inspiration, bring in the AOI focus. When you discuss your research, bring in ATL and critical thinking skills in order to justify your sources. Every project must bring in research and include referenced examples. Any influences guiding the work, the findings and decisions made should be discussed as well as the resulting product.
- A **conclusion:** Reflect on the impact of your personal project and any new perspectives that could be considered. If you were to do the project again what changes/modifications would you make? Explain why you believe that the personal project has been a valuable learning experience and how it has helped to develop your understanding of IBMYP, the AOIs and ATL, especially in response to working independently and meeting deadlines. If you feel it is appropriate, elaborate how much pride you feel in your work.

In order to reflect deeply, a student must go back to the initial challenge and goals, then trace through the process. The AOI focus and ATL will be an essential part of this process.

Students should be able to come to new conclusions about their AOI and ATL compared to the beginning outline of the project given at the start of the essay. It is helpful to place the process and project in context and to discuss the impact it will have on you or your community in the future.

Length of the report

The length of the report consists of a minimum of 1,500 and a maximum of 3,500 words. All written projects whether they be guides or research papers are separate from the report,

but you are encouraged to quote and discuss sections of your product within the report. These references may count as examples. You may also quote a section or sections of your written project in order to justify your use of quotation, varied sources, IT skills, tables, statistics, artistic technique and beyond.

Remember, a PP report should be able to stand alone and meet all criteria for assessment independent of the project. For example, just because you have a bibliography for a Tour Guide of Korea, does not mean that you won't need a bibliography for your report, too!

If you choose creative writing (for example a set of short stories) as a project, the length will need to be agreed upon between you and your supervisor. You will be expected to analyze quotes from your own stories within the report. The report will still not exceed the 3,500 word limit.

For reflection questions to support you when composing the report, please see Appendix E.

Using a Computer

Please make sure that if you are saving work on USB key you also keep a back up on the hard-drive of your computer. It is incredibly frustrating when months of hard work disappear because you have a disk error. Also, keep all notes and rough drafts in case any technical error occurs at the last minute. Technical errors cannot occur when the final deadline to your supervisor occurs, so work ahead of deadlines.

You hand in one final, printed copy to the MYP coordinator. In the interest of the AOI Environments, this is the only required printed copy. However, you are also required to upload a full copy to the M-drive by the due date. These copies will then remain unmodified from that time on.

Copies may be used for moderation. One copy will become a library resource. All personal projects are used to improve the school community by helping to further resource the library.

It is a good idea to keep a copy yourself as you may wish to show it to future schools, universities and/or employers.

Can anyone help me to edit my project report?

The project report should be as error-free as possible so it is essential that you seek other people to edit your drafts. In publishing, the editing process is essential so it is essential you apply it in your PP report. You can approach family, friends and teachers for assistance with grammar, punctuation and spelling matters. However, while they can help you with editing, they can't WRITE the written statement for you. It must ultimately be your own work.

Personal Project Grade Boundaries

Total of criteria levels	Final level
0-4	1
5-8	2
9-12	3
13-16	4
17-20	5
21-24	6
25-28	7

Areas of Interaction (AOI)

There are five common themes within and across the academic subjects of the Middle Years Program.

Approaches to Learning: These are the skills, techniques and methods of effective learning

Community and Service: This AOI is about understanding how the community functions within and outside the school and actually acquiring experience in serving and supporting communities

Health and Social Education: This area of Interaction deals with issues involving physical and mental health and relationships with others.

Environments: This Area of Interaction looks at the nature of the way our different environments relate to one another

Human Ingenuity: Human Ingenuity explores the creative and inventive genius of people and evaluates the impact this has on society.



Why are the Areas of Interaction important?



“Why are we learning? What’s the point?” The areas of interaction are the answer to these questions. Every time you encounter them in class, every time you see their logos or flick through the relevant pages in your agenda, they should remind you of what you’re doing here. We’re learning so that we know how to acquire knowledge (approaches to learning); we’re exploring issues about what role we play in society and how we can help others (community and service); we’re making sure we know how to look after ourselves and others (Health and social education); we want to be good custodians of all our environments; and we want to be able to push the boundaries of knowledge and discover new things (Human ingenuity). Whatever topic you decide to investigate in your personal project, the areas of interaction help you relate it to the real world. That is

why choosing an AOI focus is so important.

For your personal project you will need to decide on ONE Area of interaction that will help focus your project and help you create your goal. Don’t be tempted to choose two areas. This will make your project confusing and might also mean that you’re trying to do too much. Writing out your action plan to see where the predominance of research and action will fall is a method for finalizing your AOI choice. The treatment of more than one AOI does not provide an in-depth understanding of any AOI through your project.

To help you, try answering the following questions: **Only ONE AOI focus.**

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?

The answers to these questions should already be leading you to a particular AOI. Have a look in your agenda at the AOI pages to give you some inspiration. Check with your supervisor or homeroom teacher if you’re still not sure.

Below you will see some examples of how different projects have been guided by different areas of interaction.

Question: How did cinema develop from shadows on the walls of caves to the multi-million dollar industry it is today?

Human Ingenuity AOI question: How do we create? How do human inventions lead to economic gains? What are the consequences?

Challenge: Is it possible to design then make a dress using re-cycled materials?

With a Community and Service AOI focus: Can recycled materials be used to clothe the homeless in Paris?

Or with an Environments AOI focus: Would recycled materials be equally effective?

Problem: World hunger

Health and Social AOI question: How could my role as global citizen change the health of my society? NOTE: This would be a research-based topic but the research could include interviews with UNESCO or the United Nations.

Be realistic in terms of what you can achieve over a period 6 months. Many students in the past have found that the tasks they set themselves were too challenging and they couldn't achieve all that they aspired to while still treating the AOI in an in-depth manner.

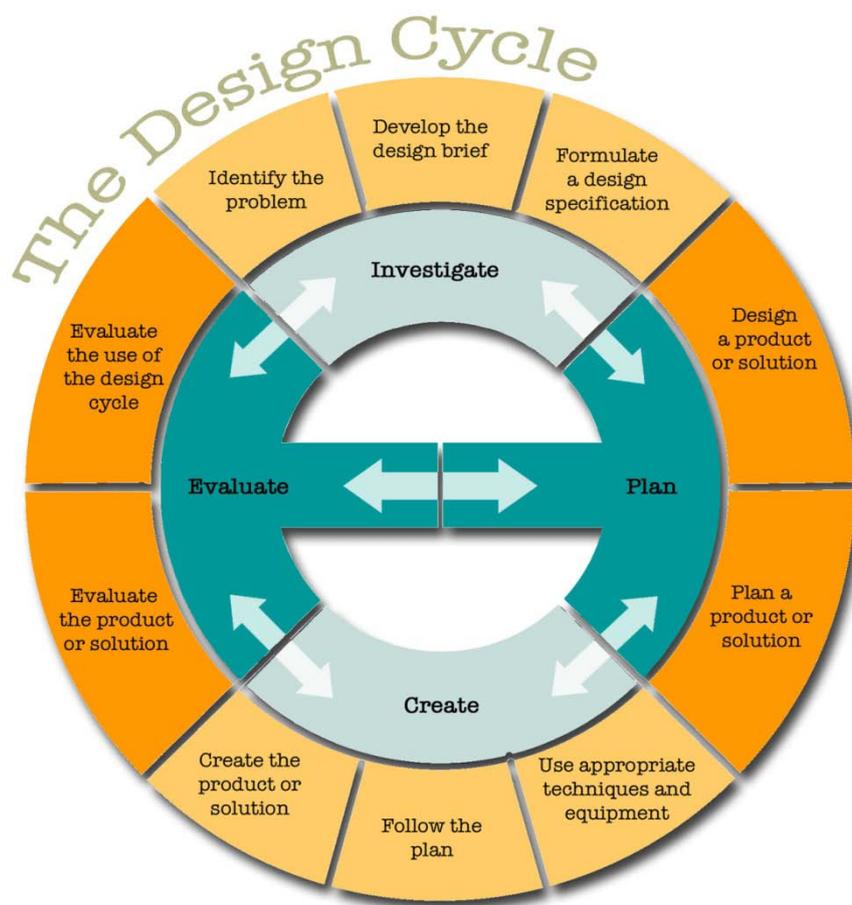
Keep your focus clear through a detailed action plan. Define your goal clearly in order to reach the highest descriptors of Criteria B and E.

Further ways of exploring and deciding on your AOI focus are found in Appendix B.

The Design Cycle

Students are able to use their skills gained in MYP Technology classes in relation to the Design Cycle which can be used for the Personal Project. The Design Cycle encourages students to develop their PP question or challenge (Design Situation/problem), consider the research that they need to undergo in order to address this challenge (investigation) and consider the criteria that will make their Personal Project a success (Design Specifications).

Once students have satisfactorily researched their challenge they can begin to develop solutions to this problem (Design Ideas), whilst always referring back to their criteria they wish to achieve (evaluation against the design specifications). Once they have decided on their solution, they may write a plan of how they are going to develop this solution and then go on to follow this plan and create the solution. At the end of the Personal Project, students are required to reflect on their process and the finished product (Evaluation), always referring back to the criteria they set at the beginning of their project.





Personal Project Draft Proposal

In this log book entry you will draw on the work you have already completed to write a formal proposal for your project. You may draw on your earlier log book entries to help you with this draft proposal.

If approved, this draft proposal may be used and revised to form part of your final written report.

Name _____
Supervisor _____

1. Introduction

- a. defining the goal of the project and**
- b. an explicit focus on the chosen area(s) of interaction,**
- c. and providing an outline of how the student intends to achieve the goal)**

(a)

What is the goal of your project? (to create, to analyse, to stage, to make)

Is your goal a SMART one? How is it:

Specific	
Measurable	
Attainable	
Relevant	
Time-bound	

What is your guiding question?

What is the central focus of your project? Why are you focusing on this?

Why do you want to do this project?

(b)
What Area of Interaction are you using? Why?

(c)
What do you need to investigate and research for this project?

2. Description of the process, including production steps, the characteristics, aspects or components of the work)

What are the steps you need to take to complete this project?

What are the materials, resources or facilities that you need to complete this project?

What access do you have to these materials, resources or facilities?

What costs are involved in this project? (Please note that you are to provide the materials for the completion of the project).

3. Conclusion, reflecting on the impact of your project, and on new perspectives that could be considered

Explain the importance of your proposed project

Do you have a supervisor or a teacher in mind?	
---	--



Process Journal Personal Project Approval

Student

Name.....

I will undertake to complete my personal project (see attached)

I will work regularly on this project

I will meet with my supervisor regularly to discuss my progress

My project will be submitted on ...

Student's Signature Date

Parent Guardian

Name.....

I have read the attached personal project proposal.

I will support in this project and will fund extra costs involved in the project.

Parent / Guardian's Signature Date

Supervisor

Name.....

I have approved this Personal Project

Supervisor's Signature Date

.....
David Burton
MYP Coordinator

Once this form is signed off by student, parent/guardian and supervisor the project is approved and work on the project may begin.