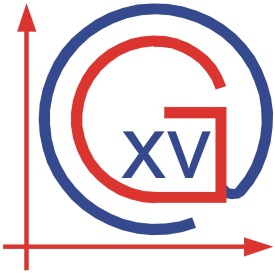
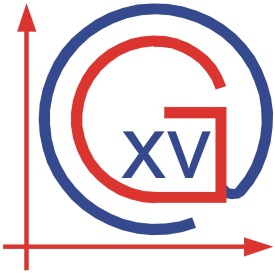
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PERSONAL PROJECT GUIDE 2015/2016



FOR STUDENTS AND SUPERVISORS

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**This guide is adapted from the new IB Personal project guide, starting from September 2014**

**INTRODUCTION**

**What is the personal project?**

The personal project is the result of a self-directed inquiry within a global context, demonstrating the ATL skills, attitudes and knowledge acquired in the MYP as well as responsible action through, or as a result of learning.

**Inquiry activities include**

* deciding what you want to know**, w**hat you already know and what you will need to know to complete the project
* creating specifications/criteria for the project, planning time and materials and recording developments of the project
* making decisions, developing understandings, solving problems
* communicating with your supervisor and others,
* creating a product/outcome
* evaluating the product/outcome
* reflecting on the project and learning process

**Action** as part of the learning process involves

* the individual choices you make in the learning process
* developing an area of personal interest beyond the subjects
* sharing your understanding with your peers, teachers and family
* changing your behaviour in response to learning and recognizing you are able to make a difference

**Approaches to learning**

You project should reflect your development of ATL skills such as collaboration, organization, critical thinking, creative thinking, information literacy, media literacy, transfer and reflection

The **personal** should be based around a topic that motivates and interests you and it should contribute to your development as independent, lifelong learner as reflected in the IB learner profile.

The **outcome** or **product** of a personal project will vary depending on the nature of the goal of the project and the chosen global context. Your final product or outcome can be :

* an original work of art (painting, sculpture, short story, novel, script for a film or play)
* a model,
* a business plan,
* a campaign,
* a blueprint or architectural drawing,
* an essay ( literary ,scientific, etc.)
* a course of study,
* a debate,
* a film or video, etc.

The personal project includes a **process journal**, an **outcome or product** and a detailed **report**.

**OBJECTIVES**

The objectives of the personal project **state the specific targets that are set for learning**. They define what you will accomplish as a result of completing the personal project and relate directly to the assessment criteria provided by the IB.

Depending on the objective you should do the following:

**Objective A Investigating ( Criterion A)**

* define a clear goal and global context for the project based on personal interests
* identify prior learning and subject specific knowledge relevant to the project
* demonstrate research skills( includes the selection of sources, their evaluation, as well as application of the sources)

**Objective B Planning ( Criterion B)**

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

( The evidence of this should be found in the PP journal)

**Objective C Taking action ( Criterion C)**

* create a product/outcome in response to the goal, global context and the criteria/ specifications ( the description of the process)
* demonstrate thinking skills ( such as critical and creative thinking skills, etc.)
* demonstrate communication and social skills

**Objective D Reflecting ( Criterion D)**

* Evaluate the quality of the product/outcome against their criteria
* Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
* Reflect on their development as IB learners through the project

**COMPLETING THE PERSONAL PROJECT**

**You are expected to**

* document the process in the Process Journal
* select a topic of personal interest
* focus the personal project through **ONE global context**
* structure the personal project report according to the information provided in this guide
* respect word or time limits for the report
* fulfil ethical and academic honesty requirements

**Using the process journal – What is the process journal?**

A document where you should

* Document the planning and the development of the project,
* Keep useful information (photos, quotes, comments, notes, mind-maps, ideas, etc.)
* the recording of interactions with sources, for example, teachers, supervisors, etc.
* explore ideas and solutions
* record selected, annotated and/or edited research and to maintain a bibliography
* reflect on stages of the project and demonstrate your reflection on learning
* evaluate completed work

**It is NOT a diary used on daily basis with detailed writing about what was done.**

You are required to show your supervisor evidence of the process documented in the journal at meetings or by providing access digitally.

It can be written, visual, audio or a combination of these and might include both paper and electronic formats.

**Assessment of the process journal**

For the assessment purposes you will **carefully select evidence** – **a maximum of 10 individual extracts-** 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 project. You are the one who takes responsibility for making the appropriate extracts available to the supervisor.

An extract may include:

* visual thinking diagrams
* bulleted lists
* charts Pre-publication
* short paragraphs
* notes
* timelines, action plans
* annotated illustrations
* annotated research
* artefacts from inspirational visits to museums, performances, galleries
* pictures , photographs, sketches
* up to 30 seconds of visual or audio material
* screen -shots of a blog or website
* self and peer assessment feedback

An individual extract may include any of the formats that you used to document the process. **Extracts should simply be supporting evidence of the process and will not be individually assessed.**

**Identifying the goal of the personal project**

At the beginning of the process you should:

* identify a goal, based on areas or topics of your personal interest
* develop a goal that you can accomplish- should be achievable based on the time and resources available
* the goal should challenge your knowledge, skills or techniques

You must define **realistic criteria/specifications to measure the quality for the project’s final outcome/product**.

You must document the specifications in your process journal and use them to assess the final outcome/product.

The criteria/specifications should be defined after the initial research

**Identifying the global context for the project**

After deciding on what your personal project will be about, **you must identify one of the global contexts in order to explain why your project matters**. It will also provide a context for inquiry and research for the project. You may want to consider the following questions as you choose a global context through which to focus your project.

* 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?
* How can a specific context give greater purpose to my project?

**Choose only ONE of the global contexts to define your goal. Here is the list of the global contexts.**

* identities and relationships
* orientation in space and time
* personal and cultural expression
* scientific and technical innovation
* globalization and sustainability
* fairness and development

|  |  |  |
| --- | --- | --- |
| **GLOBAL CONTEXT** | **THE AREA IT EXPLORES** | **EXAMPLES OF PERSONAL PROJECTS** |
| **IDENTITIES AND RELATIONSHIPS** | -identity;  -beliefs and values; personal,  -physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures;  -what it means tobe 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** | 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. | The Euclidean space perspective of the universe; a 3D model  • 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** | 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 |
| **SCIENTIFIC AND TECHNICAL INNOVATION** | 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** | 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** | 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 |

|  |
| --- |
|  |
| **Creating criteria for the product/outcome**  You must **define realistic criteria to measure the quality of the project’s final outcome or product**. You can use checklists or rubrics.  You must document the criteria in the process journal and use them to assess the final outcome or product.    For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.  Normally the criteria should be defined after you have spent some time researching the goal.  Criteria should only be determined once you have a clear understanding of what you want to achieve and the proposed product/outcome of their project. | |

**Reporting the project**

A report is a spoken or written account of something observed, heard, done or investigated and it should demonstrate your engagement with your personal project by summarizing the experiences and skills recorded in the process journal.

The report should follow the structure of the project objectives—investigating, planning, taking action and reflecting. It must also include evidence for all the strands of all criteria.

The format of the report for the personal project can vary depending on the resources available and the interests. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria.

Possible formats for the MYP personal project report:

* a written report 1,500 – 3,500 words in the format of an academic report
* electronic ( website, blog, slideshow) 1,500-3,500 words
* an oral report ( podcast, radio broadcast ,recorded) 13-15 minutes
* visual ( film) 13-15 minutes

**The report 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.

**Structure of the personal project report**

Written format

The report must include: title page; table of contents; body of the report; bibliography or reference list; appendices.

The title page must include the following.

* 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, demonstrating prior learning and research skills (Criterion A)
* Selection of sources and application of information ( Criterion A)
* Planning ( Criterion B)
* Developing criteria/specifications for the product/outcome (Criterion B)
* Creating a product/outcome (Criterion C)
* Reflection including the evaluation of the product/outcome ( Criterion D)

Length of the report

The length of the personal project report must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography or reference list.

Other formats

All other formats of reports must include: title page; summary of the project (no more than 150 words), bibliography or reference list.

**Resources for investigating and planning**

In order to develop your Personal Project you need to select relevant and reliable information from a variety of sources . The number and type of resources will vary depending upon the nature of the project.

Also you will need **to evaluate the reliability of sources** , developed through ATL skills, particularly information and media literacy skills. Consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include your prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

**A note- prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.**

You will select sources during the initial stage of the project, but research and evaluation of sources will continue during the process of completing the project.

You should

* record information collected from these sources in your process journal, along with annotations and possible uses
* decidewhat actions to take and when
* apply information throughout as you keep records in the process journal.
* record your decision-making
* make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions

**Resources for demonstrating learning**

As you reach the stage for writing your personal project report you will need to reflect on what you have learned through completing the project , how the transfer of this learning has impacted your project, as well as what you have discovered in relation to the project goal and the global context. It also relates to you as a learner and your awareness or development of ATL skills.

**During the whole process keep a record of your decisions in the process journal and use it as a resource to help you produce the project presentation or report.**

**The assessment of this will be done against the Criterion A.**

**Reflecting on learning**

The reflection should include the evaluation of the quality of the product/outcome against the criteria set at the beginning. You should also reflect on how the completion of the project has extended your knowledge and understanding of the topic and the global context .It also reflects your development as an IB learner.

**Additional guidance**

* you should review the report with your supervisor to receive formative feedback before you submit your final draft for summative assessment
* you may use any form of visual support.
* you must acknowledge all your sources regardless of the format of presentation.
* neither written nor other formats of reports should include question and answer sessions or formal interviews
* in case you have conducted an interview , the transcript of the interview has to be included in the appendices section
* the report can be assessed as a live performance or as a recording.

**Page Numbering**

You should include page numbers to indicate how many pages there is within your Personal Project. You do not number the cover, contents page, bibliography or appendices. You number the pages of your Personal Project itself so that you supervisor knows exactly how many pages they should be expecting to read.

**Footnotes**

You may use footnotes to explain points further that you have been unable to fully examine in the body of your Personal Project due to the word limit.

**Using a Computer**

Please make sure that if you are saving work on disk that 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.

**Supervisors**

You will need a supervisor with whom you will meet, initially, once a week, and later on every other week. Your supervisor does not necessarily have to be an expert in your chosen subject area but his or her role is to advise and guide you in the process. It is important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic.

After all MYP students submit their topics to the MYP Coordinator, the supervisor will be assigned to you and the list of topics, students and supervisors posted on the board next to M5.

It is important that you attend ALL meetings that you arrange with the supervisor and that you come to the meetings on time with all the necessary materials.

**Plagiarism and academic honesty**

The work in the Personal Project must be your own. You and your supervisor must use the academic honesty form provided by the IB to note your meeting dates and the main points discussed and to declare the academic honesty of work.

If you plagiarise (copy) someone else’s words without acknowledging where they came from, you will fail. You will also fail if you copy someone else’s personal project and will be required to do a new personal project under the guidance of the same supervisor. This is a very serious offence.

The consequences of plagiarism and cheating are based on the school’s Book of Regulations and the Code of Conduct.

**My personal project glossary**

**Apply** Use knowledge and understanding in response to a given situation or real

circumstances.

**Bibliography** An alphabetical list of every source used to research the personal project.

**Create** Bring something into existence.

**Describe** Give a detailed account or picture of a situation, event, pattern or process.

**Evaluate** To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.

**Identify** Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

**Justify** Give valid reasons or evidence to support an answer or conclusion.

**List of references** An alphabetical list of only those sources that are cited in the project report.

**Outcome** The end result of the student’s project used particularly where the project has resulted in a non-tangible result or result that has various aspects to it. For example, an awareness-raising campaign.

**Outline** Give a brief account or summary.

**Process journal** A generic term to refer to the documentation that students develop during the process of completing the personal project.

**Product** The end result of the student’s project used particularly where the project has resulted in a tangible artefact such as a sculpture, film, story or model.

**Reflect** To think deeply about; to consider.

**Select** Choose as being the most suitable from a number of options.

**Specifications** Specific elements the project outcome or product must meet to be a quality outcome, as defined by the student.

**State** Give a specific name, value or other brief answer without explanation or calculation.

**Transfer** Make connections—including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations