'The personal project provides an opportunity for students to undertake an independent and age appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.'

(IB Middle Years Programme:Personal project guide)

PERSONAL PROJECT GUIDE 2021/2022

For students and supervisors

Darija Kos, MYP and PP coordinator

TABLE OF CONTENTS

What is the personal project?

The personal project is an independent, individual project through which MYP students present the development of ATL skills as communication, collaboration, organization, affective, reflective, information literacy, critical-thinking and creative thinking and transfer skills as well as attitudes and knowledge acquired in the MYP.

You are expected to make a project as well as communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills in the report.

Inquiry into MYP personal project

The inquiry process in MYP projects involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.
These activities include:
• deciding what you want to learn about, identifying what you already know, and discovering what you will need to know to complete the project
• creating proposals or criteria for the project, planning the time and materials, and recording developments of the project
• making decisions, developing understandings and solving problems, communicating with the supervisor and others, and creating a product
• evaluating the product and reflecting on the project and the learning.

MYP personal project objectives

The objectives of the MYP personal project state the specific targets that are set for learning. They define what you should be able to accomplish as a result of completing the project.

You must address all strands of all three objectives in the MYP personal project.
These objectives relate directly to the assessment criteria found

Objective A: Planning

You should be able to:
   I.   state a learning goal for the project and explain how a personal interest led to that goal
  II.   state an intended product and develop appropriate success criteria for the product
 III.   present a clear, detailed plan for achieving the product and its associated success criteria

Objective B: Applying skills

You should be able to:
   I.   explain how the ATL skill(s) was/were applied to help achieve their learning goal
  II.   explain how the ATL skill(s) was/were applied to help achieve their product

Objective C: Reflecting
You should be able to:
   I.   explain the impact of the project on themselves or their learning
  II.   evaluate the product based on the success criteria.

The role of the supervisor

The purpose of the supervisor is to support the student during the personal project and to :
- provide guidance to students
- provide timetable with deadlines
- Provide the assessment criteria
- give advice on how to keep and use the process journal
- emphasize the importance of personal analysis and reflection
- provide formative feedback
- ensure requirements for academic honesty

Gathering evidence

You are expected to document the process and are eventually responsible for producing pieces of evidence that correspond to each strand of the three objectives.

You can use the tools/techniques used to document the arts process journal, the design folder or similar or may choose to employ some of those strategies to gather evidence or you can develop your own format and design.

It can be written, visual or audio or a combination of these, and it may be paper and electronic.

Guidelines for collecting evidence of the MYP personal project

Evidence of the process is:

- gathered throughout the project to document its development
- an evolving record of intents, processes, accomplishments
- a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- a record of interactions with sources, for example, teachers, supervisors, external contributor
- a record of selected, annotated and/or edited research and to maintain a bibliography
- a collection of useful information, for example, quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work
- completed reflection on learning devised by the student in a format that suits his or her needs
- a record of reflections and formative feedback received

You have to show your supervisor evidence of the process at meetings or share folders with documents.

Setting a goal

The goal of the project is the most important thing and it should be based on something you find interesting.
It may come from your experience in the MYP such as:

- a **global context** that you find particularly compelling
- a **service as action** experience that you would like to build on
- a **unit of inquiry** that you would like to explore further.

Likewise the goal may be based on an **interest or hobby** outside the school.
The overall goal for the personal project consists of **two interrelated parts: a product and a learning goal.**

The product is what you want to create and **the learning goal** is what you want to learn.
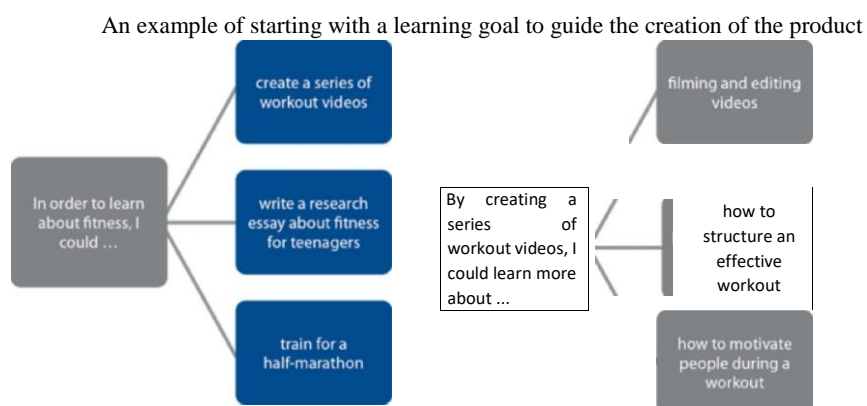The **product** of a personal project can be:

- an original work of art (painting, sculpture, short story, novel, a film or play)

- a video or computer game
- a website
- an awareness-raising campaign
- learning to play a new piece of music
- Improving athletic performance

- an essay (literary ,scientific, etc.)

The learning goal that you begin with could lead to a variety of different products, just as a product could relate to a variety of learning goals. (see the Figure below)

An example of starting with a learning goal to guide the creation of the product

Creating an action plan

You will create an **action plan** for achieving goal and the chosen product.

This process is iterative: as you create the action plan, you will gain a sense of whether the product can be achieved within a reasonable time frame and you may revise the learning goal and/or product accordingly.

The process

To create a detailed action plan, you have to develop **success criteria** for the product and determine the necessary steps or actions that will be required to meet those criteria. This will also establish a foundation to explain whether or not **the goal was achieved** in the report.

The process of developing success criteria and establishing an action plan to meet the success criteria is likely to require some research. Similarly, you may need to carry out research related to the learning goal, which could be included as part of the action plan.

Applying the ATL skills

Throughout the personal project, you should collect evidence of how you have applied the ATL skills.

This evidence may include:

- visual thinking diagrams
- bulleted lists
- charts
- 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
- screenshots of a blog or website
- self- and peer-assessment feedback.

At the end of the personal project, **you will select pieces of evidence to demonstrate the ATL** skills that have had the most impact on the project.

One piece of evidence must support the analysis of how ATL skill(s) were applied to extend the learning goal, and **another must support the analysis of how ATL skill(s) were applied to achieve the product.**

It may be helpful to evaluate the product before selecting the examples of the ATL skills to include in the report.

Evaluating the product

After the completion of the product, you will use the success criteria that were developed early in the personal project to evaluate the extent to which the product goal was achieved.

This evaluation forms the **basis for explaining the impact of the project** and can also help select the evidence of the ATL skills to include in the report.

Explaining the impact of the personal project

The possible impacts of the learning goal and product

Possible impacts of the learning goal	Possible impact of the product
Develops specific ATL skills Extends knowledge about an area of interest Gains confidence by completing an independent project	Meets a need in the community Showcases the students' skills or abilities

When reflecting on the personal project, it is important to remember that the process can have a positive impact even if the product is not successful.

Reporting the MYP personal project

The MYP personal project report demonstrates your engagement with your personal project by summarizing the experiences and skills recorded throughout the process.

It should be presented in identifiable sections following the MYP personal project objectives— planning, applying skills, and reflecting.

Regardless of the goal and project everything relevant to the process and the development of the PP has to be evidenced.

The personal project objectives and how they might be evidenced in the product

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present **what they did** in their project. (the process)	Students show **how ATL skills contributed** to the learning goal and product.	Students report on **why they did** their project.
Students: • state a learning goal for the project and explain how a personal interest led to that goal • state an intended product and develop appropriate success criteria for the product • present a clear, detailed plan for achieving the product and its associated success criteria.	Students: explain how the ATL skill(s) was/were applied to help achieve the learning goal explain how the ATL skill(s) was/were applied to help achieve the product support the explanations with detailed examples or evidence.	Students: • explain the impact of the project on themselves or their learning • evaluate the product based on the success criteria • support their comments with specific evidence or detailed examples.

Examples of supporting evidence could include:	Examples of supporting evidence could include:	Examples of supporting evidence could include:
- a list and/or diagram of interests and related learning goals a list of possible strategies to achieve personal and academic goals - a diagram showing the connections between the learning goal and the product - a series of steps leading to the completion of the product - a timeline for completing short and long-term tasks	- a series of inquiry questions (research skills) sample correspondence with the project supervisor (communication skills) screenshot of daily reminders or alerts to complete personal project tasks (selfmanagement) - reflection about resolving a conflict (social skills) summary of prior learning that is relevant to the project (thinking skills).	- evaluation of the product against the success critera - images showing key features of the product analysis of the causes for success and/or failure - summary of new knowledge or insights related to the learning goal

The **format of the report can vary** depending on the resources available and the interests.

Students should take into consideration 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.

Students may submit their report and evidence in any combination of documents and recordings that fits within the limits outlined in the table below.

The maximum length of student submissions

Document File types: .doc, .docx, .pdf (noneditable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
1 1 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
   - 1 1 -point font size
   - 2 cm margins.
2. Evidence presented in images must be clearly visible at the size submitted.
3. Audio and video must be recorded and submitted in real time.

4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.

5. The bibliography is uploaded separately and is not included in the page limit.

6. Please do not include a title page; if included, it will count towards the page limit.

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.

PP timeline

May/ June 2021	
Intro to PP Choosing the topic-submit the topic to Ms Kos	May 2021 By Tuesday, 1 June 2021
Supervisor appointed	Monday, by noon 7 June, 2021
First meeting with supervisor: • Go through the PP guide • Narrow down topic (if necessary) • Define the 2 goals – product and learning goal • Action plan for the summer • Document the meeting in the PP journal	By Friday 18 June 2021

June-September 2021
• make **weekly, step-by-step action plan** to follow during the summer and beyond (including the success criteria for the product) • resesarch the topic during the summer • select, evaluate and acknowledge information • keep all the relevant info, research, evaluation of sources,screen shots of relevant pages and links in your PP journal (ATL skills) • meet with the supervisor in September 2021 as soon as possible

October 2021
• Provide further detailed action plan • Work on product-show evidence of it to supervisor • Regular meetings with supervisor-show progress • Use PP journal –keep notes and entries-show/share with the supervisor

November,December 2021
• Work on product
• Use process journal-keep notes of meetings, development of product, photos, sketches,interviews,etc.
• Regular meetings with supervisor
• In November-PP presentations – in front of teachers and students
January 2022
• Complete product and report,including evidence and achieveing the 2 goals
• Submit first draft of the report to the superviosor
• Continue meetings with the supervisor
• Submit/share the process journal notes/entries
February 2022
• First draft with feedback returned to student (1stweek of February)
By the end of February – submit both hard copy and digital version
• Final draft of the report
• Product
• Completed academic honesty form
• Bibliography/sources (a separate document)
• Personal project coversheet
• Turnitin similarity report
14 March 2022
PP fetivalPresentation /exhibition/showcase of all PPs at the School day festival
(depending on the epidemiological situation)