International Baccalaureate
Metropolitan Learning Center

Middle Years Program
Student Guide to the Personal Project
2016-17

Student name
Project Supervisor

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What is a Personal Project?

During the final year of the International Baccalaureate Middle Years Program, students are required to do a personal project. It is an opportunity to investigate a topic of your choice that interests you. The project is "personal" to you because you not only select the topic to research, but determine how you will express your learning using your unique talents. The work will be done independently during your own time; however, you will choose a supervisor who can give you advice. The personal project is a significant piece of work produced over an extended period of time, so you should select something that truly motivates you. Think of this as a chance to try something new or to explore more deeply something that has always fascinated you. The project should reflect the many skills (such as organization, communication and critical thinking) that you have learned during your time at the Metropolitan Learning Center.

Students who successfully complete a project during their 10th grade year will not have to do the required traditional senior project, but will be provided an opportunity to deepen their study of an issue of interest to them.

The grade on your personal project will be recorded on your high school transcript, but not count for your GPA. Successful completion of a project in 10th grade can give you many advantages when applying for a summer internship, future job, or college admission.

Personal Project ideas may include:
- An original work of art; painting, sculpture, movie, music, dance, etc.
- An original science experiment, either in the social sciences or regular sciences
- A piece of literary art; poetry, play, collection of short stories, novel, etc.
- An invention or modification of something to meet a need
- The development of a plan for a business, organization, event
- A web page, video or other electronic presentation
- A written piece of work on a special topic

Any other idea approved by the Personal Project Coordinator.

You must create three items for your assessment:
- A process journal
- A product or outcome for display that shows other people what you did
- A project report

The Process Journal
Your process journal is the record of your involvement in the personal project process. It should record all your ideas, your planning, your discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with your supervisor, photographs – whatever you do that is part of the process should be kept in this document. You choose the format of your journal. For example, it might be a scrapbook, a note book, or an electronic site, like a blog or Microsoft Word document.

The Product or Outcome
The product you create is how you show other people what you have investigated. Apart from your journal, which will be part of the assessment, you need to have some way of showing what you produced or achieved for your goal. This might be the actual product such as a model your built, an electronic article or artwork you created; or, it might be visuals of the outcome, such as photographs of what you created, or a video of an event you organized. Work will be submitted to IB officials, so they will need to see hard evidence of what you did.

The Project Report
The report you produce must have a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography.
This guide will have more information about the report.
What is important when thinking about your project is to identify something YOU want to explore and find out more about.

The aims of the MYP project are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Assessment

Your work on the process journal, the product or outcome and the project report are all assessed against the following four criteria. Each criterion is of equal value and is assessed on a scale of 1-8. The assessment rubrics are the end of the student guide.

The criteria are:

A: Investigating: In this section, you should define a clear goal and context for the project, based on personal interests. Identify prior learning and subject-specific knowledge relevant to the project. Demonstrate research skills.

B. Planning: In this section, you should explain the criteria you created for evaluating your product. Show your planning and record the process of how you develop your project. Your ATL skills of self-management should be evident.

C. Taking action: In this section, you describe your finished product and how it connects to your goal, global context and criteria. This section should demonstrate your thinking, communication and social skills.

D. Reflecting: In this section, you should evaluate the quality of your product against your criteria you described in the section on planning. Reflect on how completing the project has extended your knowledge and understanding of your topic and the global context. Reflect on your development as an IB learner through the project.

Your supervisor, as well as a panel of other supervisors will use these four criteria to assess your project at the end of the process. The panel must reach an agreement on the results to ensure that it is consistent with the international standard set for projects.

Starting the Personal Project

The personal project requires significant steps. You will begin the process in Year 4 (9th grade) in your class with Mrs. Rowe. The first five steps must be completed before the end of 9th grade, or if you arrive in 10th grade they should be done in the first couple of weeks.

Step 1: Topic for investigation

Choose a topic for investigation that genuinely interests you. It is very important that your topic readily relates to your chosen global context. You will certainly find that most topics can be investigated within all six global contexts so the real challenge is to understand your topic within the context of ONE global context. This becomes the focus for your investigation.

The topic I will investigate for my personal project is_____

because_____

_____

Step 2: Global Context
First, and most importantly, you MUST choose a global context to be the context for your project investigation. Your choices are:

Identities and Relationships - Who am I? Who are we?
Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Examples of personal projects:

- 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 - What is the meaning of "where" and "when"?
Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Examples of personal projects:

- 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 - What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Examples of personal projects:

- 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 center; a performance

Scientific and Technical Innovation - How do we understand the world in which we live?

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Examples of personal projects:

- Nano fibers build stronger bikes; a prototype bike with nano fibers
- 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 - How is everything connected?

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

Examples of personal projects:

- 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 - What are the consequences of our common humanity?
Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Examples of personal projects:
- 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

You must demonstrate that you thoroughly understand the chosen global context and its impact on your project.

The following are some questions you might want to consider when choosing a global context
- 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 global context enrich my project?

My global context will be_____ because _____

_____

Step 3: Inquiry Question

You will need a question to guide the investigation of your topic through the lens of the global context. The question you choose should demand inquiry, and not be a question that can be answered simply in a sentence or two. An example of an inquiry question might be, "what role does nutrition play in a healthy lifestyle?"

For more help or examples of inquiry questions, see the document "global contexts defined for students-IB" on Schoology (Personal Project **course** in the Student Resources file). It contains inquiry questions for each global context.

Talk to other people-- your parents, friends, teachers--about your ideas for your inquiry question. Make sure that the global context is obvious in the question or can be clearly connected to the question.

My inquiry question that will guide my personal project will be: _____

_____

_____

Step 4: Research

You will begin researching your inquiry question in year 4 in order to complete the next two steps (your project outcome/product, and your goal statement) However, as you research your topic and question more during the summer, you might adjust your goal and product. Remember, the IB-MYP design cycle involves reflection and adjustments during the process of creating your project.

Step 5: Deciding on the outcome or product

With your global context, topic and inquiry question in place, you need to think about what your outcome or product will be. How do you plan to answer your inquiry question? Based on your talents and skills, you decide the format that will best show other people what you have learned and want to accomplish. For example, if your inquiry question is "what role does nutrition play in a healthy lifestyle?" then in what form do you plan to answer this? You might decide that you will answer the question through producing an information board with information on the importance of nutrition, and you will display the board in the cafeteria. Or you might decide to answer it in another way, such as creating a short film or creating a brochure for the CREC Health and Wellness Fair (You decide on a goal that you think is both achievable challenging for you).

You can choose from an almost endless list of possibilities for your product – choose to create an item that will best demonstrate what you have learned through your investigation and will show other people what you have learned.

The outcome or product for my personal project is _____

_____

Step 6: Creating specifications to complete your iSMART goal

You will need to create specifications for your outcome or product. The specifications are the way you will know you have achieved your goal.

You will need to ask yourself different questions in order to define the specifications. The questions you ask might change depending on the type of outcome or product.

Questions you might find helpful:

- What will my outcome or product look like?
- What type of materials will I use?
- What techniques will I use?
- What type of information will I include?
- How will I present the information?
- Will I include visuals?
- Do I need to consider any copyright or intellectual property issues?
- Who is the audience?
- How will I get feedback?

Talk to other people about your specifications – your parents, friends, your teachers. You can always refine your specifications later as you discover more about your personal project goal, but create some now to kick-start your personal project.

Once you have done a fair amount of research and completed step 6, you need to write an iSMART goal. Creating an iSMART goal requires you to consider the following:

Inspiration - Outline the inspiration for your project.

Specify - Be specific. Clearly outline what you want to achieve.

Measurable - How will you know you have achieved your goal?

Achievable - Is your goal achievable given past behaviors, existing commitments and work habits (time management, organization & attitude)? Give reasons.

Results Driven - Is your goal challenging enough? Does it inspire you to achieve the required outcome?

Timebound - Outline your time plan to complete your project.

The iSMART goal document is online on Schoology (Personal Project **course** in the Student Resources file).

Step 7: Choosing a Supervisor

You are not alone in this process. You will select someone who works at MLC to be your supervisor. When you determine who you would like to work with, politely approach them and explain in a positive manner why you would like to work with them. Though the work is primarily done by you, your supervisor will give you advice and meet regularly with you. (As a general rule you should meet twice a marking period , and more often as you approach important project deadlines). It is your responsibility to initiate the meetings and come prepared with questions and any materials for review. You must bring your process journal to every meeting with your supervisor and write in it before and after the meeting.

When selecting a supervisor, consider your topic and who can best advise you on that. Does the person have a special talent or expertise in your area of interest? If necessary, you may arrange with your parents for outside mentors for expertise, but you must have a supervisor at MLC who assesses your project and meets with you regularly.

Communication with your supervisor is very important. At your first meeting be sure to determine the communication guidelines so you know when and how to best contact each other. You might exchange e-mail addresses, fax information and/or phone numbers. Determine what your meeting schedule will be. You could schedule regular meeting dates (like the last Friday of every month) or decide to e-mail when you need help. Remember that you must meet twice in the marking period to show your supervisor your work, as your supervisor will be assigning you a CTL grade for the progress report and report card. **It is <u>your</u> responsibility to set-up meetings with your supervisor.**

At your first meeting with your supervisor, you should review your personal project proposal which they must sign.

Supervisors should:

- Give feedback on the wording of your goal and the planning of your project.
- Provide ongoing advice/feedback about decisions you make.
- Help you think through problems and challenges.
- Check that you are on track according to the timeline.
- Assess your October and February report drafts and provide feedback using the criteria (rubrics).
- Assess your final product and report.

Supervisors should <u>not</u> do *or* be responsible for:

- Find information or teach that student skills that are needed for their project.
- Track students down to meet them.
- Take control of your project or make decisions for you – the student
- Talk with students about their project whenever they want. Students, please set up meeting times.

I selected _____ as my supervisor because_____

_____

Step 8: Personal Project Proposal

You are now prepared to summarize all of your steps and turn in your personal project proposal form to Ms. Nelson-Kauffman.

The form can be found on Schoology (Personal Project **course** in the Summer work file).
Be sure to fill out the form as completely as possible and have your parent/guardian and supervisor sign it, agreeing that they will support you through the work that you will do.

Step 9: Summer Research

Your project must be approved before the end of year 4 and you are required to do research for your project before entering year 5 of the MYP program. If you do the personal project reading and research, you will NOT have to do the summer reading for your 10th grade English class.

If you meet with your supervisor before the summer vacation, determine if and how you can contact them during the summer break.

For the summer work you must complete a bibliography with at least 7 sources you researched for your project. The number of sources you need will depend on your project. Each source should be discussed in separate journal entries in your process journal. For directions on researching your project See the *Summer Research Worksheet* on Schoology (Personal Project **course** in the Summer work file).

Personal Project Objectives

Visualizing the project objectives
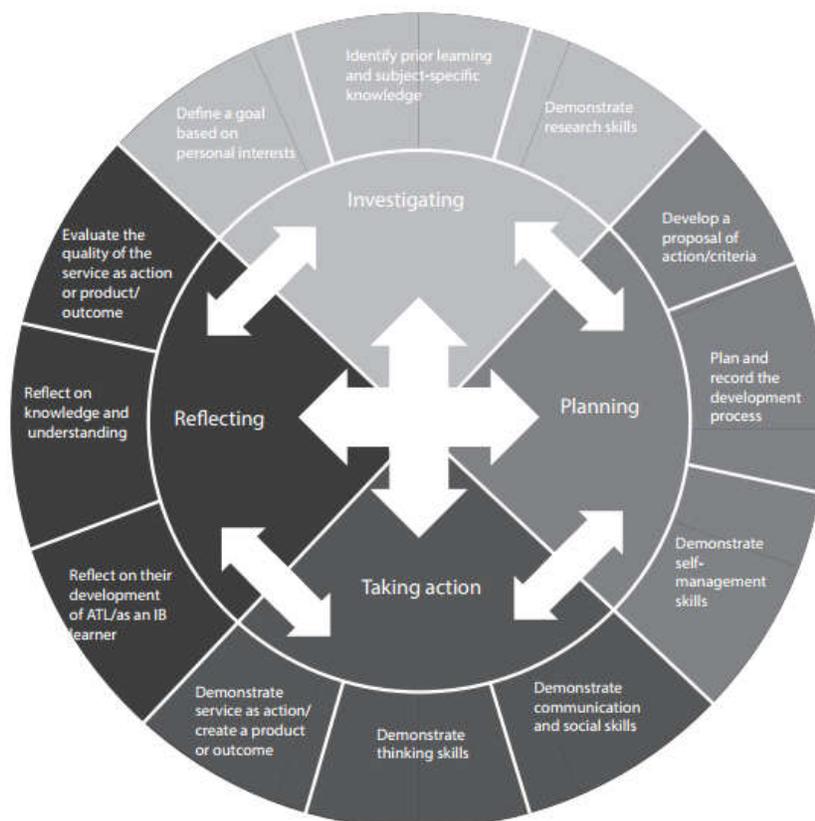
As you move out of the initial thinking and planning phases, you will start work on the four objectives of personal project: investigating, planning, taking action and reflecting. To help you plan and understand the scope of personal project, you should know that the process has at least five phases:

Thinking
This is the initial thinking and planning phase involving the first nine steps just described – you develop your personal project concept through your choice of global context, topic and inquiry question.

Investigating
This is the phase you will undertake at the end of year 4 and throughout the summer – you gather as much information as you can on your topic. As you move into the next steps of personal project, you will find that you still need to return to the investigating phase to answer questions and resolve issues that will arise throughout work on your project.

Planning

This phase is when you plan your response to the inquiry question – sorting through information and designing your product or outcome.

Taking Action

This is the phase when you actually create your product or outcome for the personal project.

Demonstrating

Finally, you present and exhibit your personal project for viewing by the community. A group of supervisors will separately assess the entire process, which includes your process journal, product, and formal written report.

The process journal will be most valuable resource for documenting your thinking, investigating, planning, taking action and reflecting.

<u>The Process Journal</u>

Your process journal records each step in the entire process of creating your project. Everything you collect, create or think should be a part of the process journal.

You choose your journal format. The key is to choose a format that you are most comfortable with for your style of learning. Journals can communicate your ideas and thoughts in a variety of ways, from a mix of written entries, worksheets, article clippings, mind maps, sketches, and/or photos. Therefore, you can choose from a number of formats:

- A web site/blog
- A scrapbook
- A booklet
- Electronic booklet or word document
- Binder
- A hybrid or mix of the above

Though you are not restricted to any single way of recording your process journal, you are responsible for producing evidence of addressing the four objectives, which are investigating, planning, taking action, and reflecting, so that you can demonstrate achievements at the highest level of the criteria.

Remember that your supervisor will be reviewing and assessing your journal at least twice a marking period, so you should write regularly (once a week). Though legibility is important, quality of thinking is more important than neatness and presentation.

IB provides the following guidance about the Process Journal:

The process journal is:

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

The process journal is not:

- used on a daily basis (unless this is useful for the student)
- written up after the process has been completed
- additional work on top of the project; it is part of and supports the project
- a diary with detailed writing about what was done
- a static document with only one format.

Above all else, you should use your journal to make regular and detailed reflections on your ideas, progress and challenges. Record your responses to other people's feedback, your good experiences and your disappointments.

Your journal will be the most important document in your personal project experience because from it you will be able draw all the kind of information you will need to write your formal project report.

Selecting process journal extracts

After completing your personal project, you will <u>select ten entries</u> to give your supervisor. Those entries will be evaluated to determine your final assessment score. The four criteria assessed are investigating, planning, taking action, and reflecting. You will be provided with a worksheet to comment on the ATL skills that the process journal entry demonstrates. The extracts are submitted as appendices of the report or presentation at the conclusion of the project. The student takes responsibility for making the appropriate extracts available to the supervisor.

Investigating-Criterion A

For this objective, you must show skills and understanding in three areas:

- Defining a clear goal and global context, based on personal interests
- Identifying prior learning and subject specific knowledge relevant to the project
- Demonstrating research skills

Defining a clear goal: During your investigation of your topic, further define what the goal of your project will be, based on what you are learning and what interests you. Describe how your goal connects to the global context you selected. In order to score in the top band, your goal must be highly challenging. A highly challenging goal has multiple parts. A highly challenging goal acts on the purpose of what you do. For example, if your purpose is to learn how to design clothes, then you should act on it by actually designing a line of clothes, producing the clothes and creating a marketing plan to sell the clothes. *In your report you must convince the reader why this is a highly challenging goal*. For example, a student might choose to design a training plan for a marathon and the goal is to run a marathon in less than 2 hours and 20 minutes. However, if the student has already run several marathons, with a best time of 2 hours and 22 minutes, then this goal is not particularly challenging for that student.

Identifying learning: As part of your investigation, determine what you already know about your topic from previous classes you have taken, or experiences outside of school. Then consider what skills or information you still need to know in order to successfully complete your project. Find relevant information to help you. Keeping the goal of your project in mind will help you to select what is useful and relevant.

If the information you find in a source is not particularly helpful in achieving your goal, then acknowledge that in your process journal, and keep looking for information that does help. Once you have gathered all of your information, you must sort through it to determine what is most useful or appropriate for your project response.

In addition, proving a goal is highly challenging requires you to identify your prior knowledge and skills at the outset of your project. You will sign an academic honesty form, so you cannot misrepresent this information. Doing so would jeopardize your ability to score as successfully completing your project. The bottom line is to be a risk-taker and push yourself to do something that challenges you.

Demonstrating research skills: To demonstrate strong research skills, you must show how you select and evaluate your sources. Consider the information and media literacy skills you have learned to find useful information and evaluate its reliability. You should demonstrate that you go beyond a simple Google search of the name of your topic.

You also need to find a wide variety of sources. The different types of sources you use will vary depending on the topic you select. For example, someone researching how to create different genres of heavy metal music will listen to a lot of songs.

Some types of sources might include books, articles, journals, videos/movies, interviews with an expert, a blog, TV program, lecture, podcast, work of art/photography, government publication,

or a site visit to a museum, event or place of employment. Determine what types of sources will best help you with your project. The list is almost endless. Aim for at least <u>five</u> different types of sources.

When evaluating a source, you may consider its author, the timeliness of the material, its origin and the quality and quantity of information. For example, was the author credible; was the information recent and thorough? This will help you in deciding which information is most reliable to use for your project. Use all the techniques and thinking skills you have learned to determine if information is reliable.

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

Remember that you will have an <u>annotated bibliography</u> at the end of your report. The annotations will demonstrate your thinking about each source. How did you find the information? How do you know the source is reliable? How valuable was the source for your purposes? For example, did the source direct you to another source, or change your thinking about your topic?

See a model of an annotated source in the appendix and in Schoology Personal Project Resources in the Bibliography folder.

Planning

For this objective you must show skills and understanding in three areas:

- Developing rigorous criteria for the product/outcome
- Presenting a detailed and accurate plan and record of the development process of the project
- Demonstrating excellent self-management skills.

Developing rigorous criteria: In this stage challenge yourself to develop rigorous criteria that define a successful product. Consider the many elements involved in measuring that your product is successful. Your specifications in the iSMART goal you created address this area. For example, if you are having a fundraiser, how much money do you plan to raise? How will you raise the money? Why is this the best way to raise money? How many people do you aim to have participate and donate to your fundraiser? To whom will you give the money and why? You can establish criteria for the fundraising event itself.

Presenting a detailed and accurate plan: Plan and record each step in the process of organizing your product. The supervisor will look for this evidence in your process journal. Evidence of your planning will also be found in your report and your final product. Consider every detail that needs to be decided to successfully complete your product. To help you organize, create a timeline of each step you need to accomplish, when you will do each step and in what order. The success of your product will depend on how well you organize. IB states the student in Criterion B of the report "should provide evidence of the development of the project through timelines, milestones and strategies." A timeline organizer to use for planning can be found in the Schoology Resources in the Criterion B-Planning folder. You may also choose to create your own version of a timeline. Remember, plans can change as circumstances change, but by planning, you give yourself clear goals and raise your awareness of the time you have to complete tasks for the Personal Project. The timeline will develop as your project develops, and it is a good item to put into your process journal.

Demonstrating self-management skills: Self-management skills include organization, reflection, collaboration, critical and creative thinking and affective skills like persistence and perseverance. A full list of these skills can be found in the ATL skills list on Schoology Personal Project Resources in the Criterion D-Reflecting folder, and in the appendix to this guide. Managing time is one of the most crucial self-management skills involved in completing your project. It is essential that you create a timeline or some record of what you plan to do, so you can meet the deadlines.

Taking Action

In this section you will take action on some of the plans you determined in the previous section. For this objective you must show skills and understanding in three areas:

- Creating an excellent product/outcome in response to the goal, global context, and criteria
- Thinking skills
- Communication and social skills

IB states that, "encouraging principled action is a key feature of the MYP." This stage is about implementing your plan and creating your product. The skills you will need for this section involve organization, collaboration, transfer and critical and creative thinking.

Creating an excellent product/outcome: You must have strong, thorough and accurate documentation of your product, in order that those assessing your personal project understand what you created. Obviously if you build something, you will have an actual product that can be examined in a photograph. If you hold an event, then you need to give those assessing a sense of what happened. You could videotape your event, have photos, and/or include materials you created for the event. If you do a fundraiser, then you could have all of the above, as well as a receipt or letter acknowledging your donation. All of this evidence will be part of your appendix to the report. Those assessing your project will compare your final product to what you initially established as your goal, global context, and criteria for success. **You must provide clear and solid evidence that you completed your product in order to receive credit for personal project.**

Thinking skills: In order to complete your product you will make many decisions. Based on your research (Criterion A) and planning (Criterion B) what happened? Examine how you applied what you learned from your "investigating" stage. Clearly document in your report and in the process journal the decisions you made and how you transferred your learning and planning into action. Unlike Criterion B when you discussed what you planned, Criterion C examines your product or outcome as a result of the process you designed. An example of this would be a sentence that says: "I planned to….and as a result…. (what happened to your product/outcome?)

Also check the IB guidelines posted on Schoology Personal Project Resources in the Criterion C Taking Action folder. Electronic evidence submitted to IB must follow the correct format and size.

Communication and social skills: You will work with lots of people, including your supervisor, to complete your product. Your social and communication skills should be evident in descriptions of how you work with experts, your supervisor and others. Explain how you collaborated with others and the leadership role you exercised. You will also be assessed on how well you communicate your ideas in your report. Clear, well-organized writing for the report is essential. Though the writing, editing and revising must be your own, you may ask someone for feedback on the clarity of what you are writing.

For a more detailed description of the thinking, communication and social skills for this stage, you may review the ATL document in the appendix, and also posted on Schoology Personal Project Resources in the Criterion D Taking Action folder.

Reflecting

After your product is completed, you will move to the final stage of reflecting on what you accomplished and learned.

For this objective, you must show skills and understanding in three areas:

- Evaluating the quality of the product/outcome against your criteria
- Reflecting on how completing the project has extended your knowledge and understanding of the topic and the global context
- Reflecting on your development as an IB learner through the project

Evaluating the quality of the product/outcome: Examine your final product and compare it to what you initially established as your criteria for success. Both in your process journal and in your report, you will evaluate how well you accomplished your goal as described in the investigating and planning stage (Criterion A and B). Though you may not revise your criteria once they have been submitted to your supervisor in October, you can explain why and how your product changed from those original expectations. For this stage in the process you are not assessed on whether you met your goal, but whether you can show substantial critical thinking and reflection about why you did or did not meet all of your criteria and goals, and how you modified your project. Supervisors are looking to see if you can critically assess your own work, and evaluate what you might have done differently. Rarely do events go as we originally planned.

Reflecting on how completing the project has extended your knowledge and understanding: Reflect in your process journal and in your report on what you have learned about your topic and your global context. Describe how your understanding (not just knowledge) of both the topic and global context has been deepened.

Reflecting on your development as an IB learner: Reflect regularly in your process journal and then in your report on what you realize about yourself as a learner from doing this project. In this stage you will consider how your skills, attitude and behaviors improve from doing this project. IB emphasizes that the personal project should result in *principled action* in which students are "changing their behavior in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do. While principled action may not always be clearly or immediately visible or measurable, it is important the students record and reflect on how what they have learned has impacted their attitudes and behavior" (Projects Guide 19).

When writing the report, you can review the ATL skills in the appendix and and in Schoology Personal Project resources Criterion D. Reflect on how some of those ATL skills have improved from doing this project. Your reflection should show how you have internalized this experience.

Demonstrating

After you have completed your project and written your report, you will participate in an exhibit of your project. IB states: "Demonstration involved metacognition, with students making explicit what and how they learned and what they have accomplished capturing the totality of the experience. Integration of technology is encouraged" (Projects Guide 17).

At the exhibition, be prepared to have an interactive display of your product. Other students and parents should see what you created. Your exhibit will include a tri-fold board and other visuals. For example, you can include a power point, photos, videotape, letters and many other visuals to illustrate your product. Remember to be collecting ongoing evidence of work on your project (so have a camera ready at all time!).

Your exhibit will include the three parts of your finished project: your process journal, your report and your product. When MLC students, parents and community members view your exhibit, be sure that what you learned, and the process of how you learned it are demonstrated. More information will be provided later regarding the exhibition.

The Project Report

The project report is the <u>formal</u> record of the entire process you undertook to complete your personal project. In the report you bring together and summarize your thinking, process and creation that helped you to complete your project. Your process journal will be extremely important at this point. If you have used it consistently, it will contain all the information you need to complete the report. However, the report should not just be a process journal summary.

You can start drafting the report at any stage; however, make sure you plan enough time to produce the report by the given deadline. You will turn in rough drafts at various stages in the process (see the timeline). Remember deadlines by the coordinator are not negotiable. **In order to receive personal project credit, your final paper must be submitted by the due date.**

It will clearly explain the following to whoever reads it:

- Your global 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 global context from your investigation
- What you learned about yourself as a learner from the personal project experience

IB stresses that the report must be clearly communicated, well-organized and concise. Grammar matters. The report should be organized with headings and possibly sub-headings, so that the reader can easily identify the sections that highlight the four project objectives: investigating, planning, taking action, and reflecting. The writing of the report usually takes longer than you expect. Aim to have the final version completed two weeks in advance, in case you run into any personal or technical problems.

Format of the project report

The written report must include: title page; table of contents; body of the report; annotated bibliography; appendices.

The Title page must include the following:

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

The body of the report is structured around the objectives and it must include these sections. Use each criterion below as a heading in the following order:

- Criterion A: Investigating
- Criterion B: Planning
- Criterion C: Taking Action
- Criterion D: Reflecting

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.

The paper should be double-spaced, 12-point font, in an easy to read and serif font, like Times New Roman or Arial.

The report should be written using a formal tone. It is acceptable to use "I" in this report as you are describing what you did.

Annotated Bibliography and Academic Honesty

Though you are expected to ask for advice and suggestions, all personal project work must be your own. IB requires that you sign and complete an academic honesty form. As the MLC academic honesty policy states: "Academic honesty requires that students take responsibility for completing work that is reflective of the **student's** best effort."

In addition, academic honesty means you must properly quote and credit any sources you use in your paper, including paraphrased ideas that are not your own. All sources used in the paper must be cited correctly.

Students must provide appropriate documentation when presenting materials taken from sources, such as books, periodicals, newspapers or the internet. The citations listed in the annotated bibliography should follow the Modern Language Association (MLA) 7th edition guidelines. These guidelines can be found online at the Purdue Online Writing Lab (OWL) at: (http://owl.english.purdue.edu/owl/resource/747/01/)

The MLC library also has books and guides of the MLA guidelines. If you need more help you can see Ms. Artis in the library.

The following is from the IB policy on Academic Honesty:

• Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher. (*MLC Personal Project uses MLA format*)

• Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own.

For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the *General regulations.*

Essentials
• Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
• Give credit for copied, adapted and paraphrased material.
• When using text, make clear where the borrowed material starts and finishes.
• All sources cited in the text must also be listed in the bibliography and all sources listed in the bibliography must be cited in the text.

Be aware that a breach of IB regulations will have serious consequences, **including denying successful completion of the Personal Project.**

More guidance can be found in the IB publication Effective citing and referencing available in the Digital toolkit section on the IB website:
http://www.ibo.org/ myib/digitaltoolkit/brochuresflyersposters/

See in the appendix of this report:

- a model of an annotation that would be found in the bibliography
- the IB Academic Honesty form required for all projects when submitted to IB.

You must have a wide variety of sources in your annotated bibliography. A minimum of seven sources is expected.

You must also group your sources by alphabetical category. For example, you might have category headings like articles, books, conferences, interviews, and websites. Underneath each of your category headings, you will list your sources alphabetically. Aim for 5-6 different types of sources.

Appendix to Personal Project Report

Use the following checklist when submitting the report. IB requires that you include the following in your appendix, which is put after the annotated bibliography:

- The completed academic honesty form
- 7-10 process journal extracts (no more than ten pages total)
- Any supporting visual aids used during the presentation, if applicable
- Product evidence--must be ONE of the following:
  - a copy of the product/outcome
  - extracts from the product/outcome
  - up to 5 images or 30-seconds of video from the product/outcome

Moderation: Because your personal project will be sent for IB moderation, it is essential that you have photos and other evidence documenting both the final product and the process of creating your product. You may also use your documentation of the project as part of your exhibition.

Final Reminders

- Be sure to regularly check the timeline to make your due dates.
- Check e-mail and Schoology carefully for announcements
- Listen carefully at meetings and review this guide regularly to be sure you accurately follow all directions. You are expected to know the requirements.

Remember, you are not doing this completely on your own. Your supervisor and others will help you on your way. You are choosing something you want to explore, and with planning and effort, you will complete the project. By the end of the process you will be more knowledgeable and skilled in your chosen area.

Appendix

You may use any of the sheets in the following appendix to help guide you in the process.

MYP projects academic honesty form

MYP Personal project

Student Name	
Student number	
School name	
School number	
Supervisor Name	

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

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

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

	Date	Main points discussed	Signature/initials
Meeting 3			Student: Supervisor:

Supervisor comment

Student declaration
I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).
Supervisor declaration
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Supervisor's signature	Date

Personal Project-Annotated Bibliography
Criterion A: Investigating

Definitions

A <u>bibliography</u> is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An <u>annotation</u> is a summary and/or evaluation.

Therefore, an <u>annotated bibliography</u> includes a summary and/or evaluation of each of the sources.

Your annotations should do all of the following for each entry listed in your bibliography

A. Start with the bibliographical information correctly set up in Modern Language Association (MLA) Format. Text must be in alphabetical order based on the author's last name. If there is not a specific author, use the title of the text.
   For the Personal Project you will also list your sources by type of source. These headings will help you determine if you have a wide variety. For example, you might have headings like *articles, books, interviews, performances, videos, websites.*

B. Summarize: Summarize the main arguments of the source. What is the point of this book, article or video? What topics are covered? If someone asked what this article/book/video is about, what would you say?

C. Assess: After summarizing a source, evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? How do you know? What is the goal of this source?

D. Reflect: Once you've summarized and assessed a source, you need to ask how it fits into your project. Was this source helpful to you? How does it help to answer your inquiry question? How does it help you to create your product? Has it changed how you think about your topic?

Format

The annotations: The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. You will rely heavily on your process journal entries when you write your annotated bibliography

Model MLA Annotation

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life.*

New York: Anchor Books, 1995. Print.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing club or class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

**This information was taken from the Purdue Online Writing Lab and modified:
http://owl.english.purdue.edu/owl/resource/614/01/

Criterion A: Investigating

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

Criterion B: Planning

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

Criterion C: Taking Action

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

Criterion D: Reflecting

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

Approaches to learning

Thinking

Critical thinking skills

- Identify problems and develop aims, goals and objectives
- Make inferences and draw conclusions
- Identify gaps in knowledge and formulate key questions
- Consider ideas from other perspectives and points of view
- Develop contrary arguments
- Break down large concepts and projects into component parts and combine parts logically as appropriate
- Formulate provocative and relevant questions and goals
- Plan to achieve goals, including identifying targets and outlining steps
- Consider consequences of events
- Identify obstacles and challenges
- Make logical, reasonable judgments and create arguments to support them
- Design improvement to existing machines, media and technologies
- Identify and define authentic problems and significant questions for investigation
- Use multiple processes and diverse perspectives to explore alternative solutions
- Identify trends and forecast possibilities

Troubleshoot systems and applications

Creative thinking skills

- Generate impossible ideas
- Brainstorm and map thoughts to create ideas and questions
- Consider all alternatives
- Consider the seemingly impossible
- Create novel solutions to a problem
- Evaluate solutions to problems
- Make connections between random things
- Consider opposites to renew perspective
- Apply strategies of guesswork
- Generate "what if?" questions
- Transfer and apply existing knowledge to generate new ideas, products or processes
- Utilize old ideas in new ways and combine parts in new ways
- Make intuitive judgments
- Create original works and ideas and visualize alternatives
- Practice imitation of works with a focus on the creative process
- Practise flexible thinking—arguing both sides of an idea or issue
- Practice metaphorical thinking, generating questions and challenging conventions
- Challenge one's own and others' assumptions
- Seeing possibilities, problems and challenges positively
- Playing with ideas and experimenting

- Recognizing when an original idea has value and pursuing it

Transfer skills

- Use your knowledge, understanding and skills across subjects to create products or solutions
- Make connections between learning gained in different subject areas
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a diverse perspective
- Create projects and products using knowledge and skills gained across different subject areas
- Use familiar learning skills with unfamiliar content
- Transfer current knowledge to learning of new technologies
- Demonstrate personal responsibility for lifelong learning
- Change the context of your project to gain different perspectives
- Make decisions

Approaches to learning

Self-management

Organization skills

- Keep to class schedules and project deadlines
- Set appropriate management goals and plan strengths to achieve them
- Structure information appropriately in written, oral and visual work
- Arrive to class with the appropriate equipment
- Keep an organized and logical system of information files/notebooks
- Find and select information via different media
- Use different information organizers for different purposes
- Plan strategies to guide your personal project inquiry
- Plan and manage activities to develop a solution or complete a project
- Select and use applications effectively and productively
- Make informed choices to achieve a balance in nutrient, rest, relaxation and exercise

Affective skills

- Demonstrate persistence and perseverance
- Practice focus and concentration to overcome distractions
- Make informed choices on behaviours and course of action
- Seek out criticism and feedback from others and make informed choices about including it in one's work
- Practice being aware of mind– body connection
- Practice positive thinking
- Practice dealing with disappointment and unmet expectations
- Practice dealing with change
- Practice strategies to prevent and eliminate bullying
- Practice strategies to reduce stress and anxiety

Reflection skills

- Consider ethical, cultural and environmental implications of issues Consider personal relationships to people, ideas and concepts
- Build understanding of personal learning strengths and weaknesses
- Be aware of areas of perceived limitation
- Develop awareness of the process of effective learning
- Analyze one's own and others' thought processes to think about how one thinks and how one learns
- Pause to reflect at different stages in the learning process
- Implement and measure the effectiveness of different learning strategies
- Demonstrate a preparedness to make changes to ineffective learning strategies
- Seek out constructive criticism
- Keep a reflective journal/portfolio of personal learning experiences focused on both process and content
- Create a record of personal learning change and improvement

Approaches to learning

Research

Information literacy skills

- Access information to be informed and inform others
- Find information in different media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Collect research from a variety of print and digital sources
- Collect and verify data
- Make connections between a variety of sources
- Utilize different media to obtain different perspectives
- Utilize appropriate multimedia technology to create effective presentation and representation
- Reference accurately and construct a bibliography according to recognized conventions
- Understand and implement intellectual property rights and the value of academic honesty
- Identify primary and secondary sources
- Demonstrate awareness of the effects of different modes of information representation and presentation
- Collect and analyze data to identify solutions and/or make informed decisions
- Process data and report results

Media literacy skills

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Locate, organize, analyze, evaluate, synthesize and efficiently use information from a variety of sources and media
- Use and interpret a range of content-specific terminology
- Underline ways in which images and language interact to convey ideas, values and beliefs
- Identify different points of view
- Demonstrate awareness of different media interpretations of events and ideas, including social media
- Critically analyze various text forms for underlying meaning
- Use a variety of technologies and media platforms to source information including social media and online networks
- Utilize different media to obtain perspectives
- Communicate ideas effectively to multiple audiences using a variety of media and formats
- Actively make connections between different media resources in presentations
- Advocate and practice safe, legal and responsible use of information technology

Approaches to learning

Social

Collaboration skills

- Respect and accept sociocultural difference
- Consider, respect and analyze different opinions, points of view, ideas and preferences
- Be empathetic
- Respect different opinions and the points of view of others
- Delegate and take responsibility as appropriate
- Help others: facilitate the success of others
- Take responsibility for own actions
- Resolve conflicts and work collaboratively with appropriate roles in a team
- Understand when and how to build consensus
- Make decisions based on fairness and equality
- Negotiate goals and limitations with peers and teachers
- Help others when appropriate and encourage contribution from others
- Drive change through an understanding of others and especially of group dynamics

Communication

Communication skills

- Use active listening techniques to understand others
- Give and receive appropriate feedback
- Interpret meaning through cultural understanding
- Use a variety of speaking techniques to make meaning clear for different audiences and purposes
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to present to an audience
- Interpret non-verbal communication techniques and use them purposefully
- Negotiate ideas and knowledge with peers and teachers
- Interact, collaborate and publish media with peers, experts or others employing a variety of digital environments and media
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Write for different purposes
- Make effective notes, in class and for studying
- Summarize and transform information
- Use structural writing planners for different academic tasks
- Organize information logically
- Structure information correctly in summaries, essays, reports and presentation