PERSONAL PROJECT

SCHOLAR GUIDE 2018-2019

Scholar Name: _____

Supervisor: _____

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INTRODUCTION

What is the Personal Project?

The Personal Project is the culminating event of the International Baccalaureate (IB) Middle Years Programme (MYP). The project is to reflect on all the Approaches to Learning (ATL) skills **you** have development throughout your time at Odyssey. The Personal Project is an opportunity for you to produce work that shows off your interests and goals through Global Context. The opportunities are endless for you to explore throughout this process.

The Personal Project consists of three main components:
1. Focused topic leading towards a product/outcome
2. The Process Journal
3. A Report

What are the Aims of the Personal Project?

Scholars from all over the world in IB MYP schools participate in the Personal Project. With this, common aims and objectives have been established for continuity.

The AIMS of the Personal Project are:
- 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.

What are the objectives of the Personal Project?
The objectives of the Personal Project relate directly to the assessment criteria:

A-Investigation
- Define a clear goal and global context for the project, based on personal interest
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills.

B-Planning
- Develop criteria for the product/outcome
- Plan and record the development process of the project
- Demonstrate self-management skills

C-Taking Action
- Create a product/outcome in response to the goal, global context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills.

D-Reflecting
- 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

Visualizing the project objectives
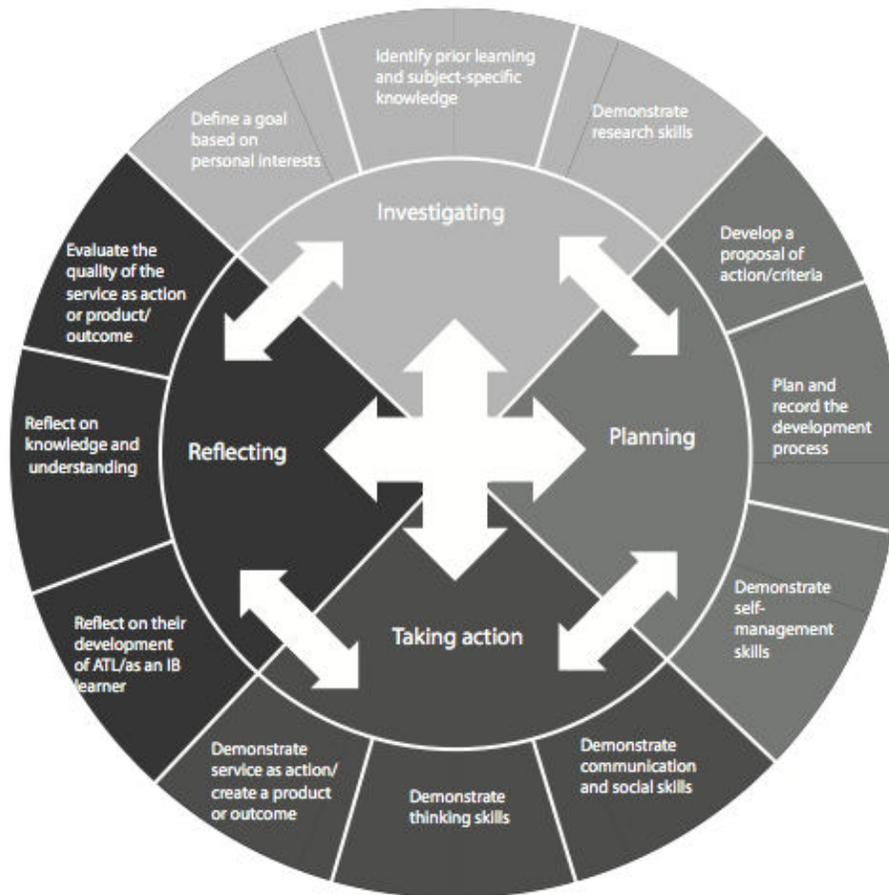
What type of Personal Project can I do?

The possibilities are endless for what you can choose to explore and create. If you show a vested interest in a topic, go for it!

Each project must:
- Have a clear and achievable goal – including criteria for the goal.
- Be entirely your own work.
- Be focused on a Global Context.
- Be personal – reflect your unique interests, abilities, and/or concerns.
- Be the result of your initiative, creativity, and ability to organize and plan.
- Address a topic you are truly committed.

Ideas of what your Personal Project can be…
- An original piece of work on a special topic (visual, dramatic, or performance)
- A written piece of work on a special topic
- An original science experiment
- An invention or specially designed object or system
- Participate in and help organize a work for Autism
- Create a website to inform people of the use of subliminal messaging or another purpose.

The personal project is **not**…
- A part of class work completed in another class
- So large that it destroys your academic and social life!
- A group activity – but it can involve others as long as it is **your** project
- Too large in size (you need to be able to complete the task and see evidence)

MYP Global Contexts

Global Contexts	Examples of personal projects
Identities and Relationships Scholars will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	- Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying - How online identities impact offline relationships; a research essay. - Keeping culinary traditions; a

	• video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film
Orientation in space and time Scholars will explore personal histories; homes and journeys; turning points in humankind; discoveries; exploration 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 Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture. • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of peers • Culture and self-expression through dance at the local community arts center; a performance
Scientific and technical innovation Scholars will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	• Nano 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 Scholars 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-	• 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

interconnectedness; the impact of decision-making on humankind and the environment.	• Education as the tool to change the future of Peru; a workshop for adults • The role of developing countries in protecting the tropical rain forest; a collection of slides
Fairness and development Scholars will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and wit other living things; access to equal opportunities; peace and conflict resolution.	• Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restraint/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for scholars • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting

*Table taken from IBO Projects Guide, 2014

Steps to Completing the Personal Project

Step 1 – Choose a Topic and Global Context
Choose a topic or theme that you would like to further explore and interact with throughout the project. When considering topics, you will also want to identify a Global Context that you will be utilizing. The Personal Project is your way to show your Approaches to Learning. Your topic/theme and Global Context should have a natural connection to help better facilitate your end goal(s).

Remember not to pick a topic that is too broad or a task that is too big. These should be manageable areas to show your full potential.

Step 2- Meet with Your Supervisor
Each of you will have a supervisor through this process to stay on track. Your supervisor will be help you create your outcome's criteria and plan your process. **It is imperative that <u>you</u> communicate with your supervisor on a regular basis through in-person meetings, email, and/or Managebac.**

Your Responsibilities:
1. Maintain all appointments and stay in touch with your supervisor.
2. Adhere to the criteria that have been set by the two of you.
3. Fill out your Process Journal.
4. Meet deadlines set before you.
5. Interact with your supervisor in a positive and respectful manner.
6. Participate in the Personal Project Exhibition

Your Supervisor's Responsibilities:
1. Maintain all appointments and stay in touch with you.
2. Provide constructive feedback and support throughout the process.
3. Help you stay organized and focused.
4. Suggest variety of sources and tools to help complete tasks.
5. Attend the Personal Project Exhibition.

Step 3 – Create Criteria to Evaluate the Outcome
Your outcome or product needs to be an original piece of work. With your supervisor, you will be defining what constitutes a high-quality outcome. This will be accomplished through setting up specific standards and criteria through a checklist and/or rubrics. **These criteria need to be documented in Managebac. Once these are identified, you need to place them in your process journal.**

Step 4- The Process of the Project
After you have created your goal, along with the criteria of the project, you will begin the process of completing your final outcome. **The nature of the Personal Project is unique to each scholar, for this reason, it is up to the scholar to create specific outcomes and objectives to make sure that they**

will complete their task adequately. You must be communicating with your supervisor and keeping your process journal up to date, using Managebac, throughout this process.

To ensure a successful project make sure that you are referring to all rubrics and consulting your supervisor and/or the Personal Project coordinator.

Step 5-Reporting the Project
While the product of your Personal Project is not an essay, there is a presentation component to encapsulate your work; the report. The report can be done through a variety of formats (written report, oral report, multimedia presentation). The report, however creative in presentation, does not replace the product.

Regardless of how you report your project, a Personal Project Coversheet and Academic Honesty form must be submitted at the time the project is turned in.

If a written report, you must include a title page, table of contents, body of the report, bibliography or reference list, appendices.
The title page must include the following:
- Scholar's name
- Title of Project
- Length (word count)
- School Name
- Year

The body of the report is structured around the objectives and assessment criteria and it must include the following sections:
- The Goal
- Selection of Sources
- Application of Information
- Achieving the Goal
- Reflection on Learning

***The report is to be a minimum of 1,500 words and a maximum of 3,500 words; not including the appendices, biography, or reference list.

If another format is used for reporting it must include a title page, summary of the project (no more than 150words), bibliography, or reference list.
The title page must include the following:
- Student name
- Title of Project
- Format of the Report
- Length of the Report
- Length (word count/time)
- School name
- Year

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

Step 6 – Participate in the Exhibition

All of you will be asked to participate in the Exhibition. The date of the exhibition is Tuesday, April 11th, 2017. At the exhibition you will be asked to display your project in some way. The display should include your Global Context, the title of your project, your outcomes/discoveries. There should be some way to display what you discovered/learned in the course of your project. Your project will already be scored and you can decide on a creative way to express what you learned. If you score a 4 or higher, you will be asked to attend the MYP Banquet on Tuesday, April 11th at 6pm.

Process Journal

Selecting extracts from the process journal to provide evidence of ATL skills

Students are limited to 10 A4 (or equivalent size) pages of extracts from their process journals to include as an appendix to project reports. Here are some of the possible ways students might use that allocation.

	Screenshots or notes	Multiple page extracts	Full page extracts	Half-page extracts	Total pages
Written report			10 × 1 page		
		1 × 3 pages	6 × 1 page	2 × ½ = 1 page	10
Multimedia report	3 pages	–	5 × 1 page	4 × ½ = 2 pages	10
	5 pages	1 × 2 pages		6 × ½ = 3 pages	10

	2 pages	1 × 3 pages	5 × 1 page	–	10
Oral presentation	1 page of presentation notes	1 × 2 pages	2 × 1 page	10 × ½ = 5 pages	10
	2 pages of presentation notes	1 × 3 pages	3 × 1 page	4 × ½ = 2 pages	10
	2 pages of presentation notes	–	8 × 1 page	–	10

The process journal is an essential source of evidence for development for every stage of the personal project and for every criterion. Typical excerpts that students select may include the following.

Criterion strand	Evidence	Some example entries
A(i) defining goal	What is to be achieved or accomplished	Brainstorms, iterative or annotated versions of the goal
A(ii) prior learning	School-based and independent personal learning that is relevant to the project and global context	Textbook excerpts, formula sheets, notes, summaries or documents from other projects, qualifications
A(iii) research skills	Investigating, building background knowledge, gathering data	Search strategies, notes from reading, interview protocols, OPVL evaluations, analysis of existing products/solutions, data collection and analysis, resource summaries
B(i) criteria for success	Creation of meaningfully challenging criteria	Research into aspects of quality for the product/outcome, annotated models
B(ii) plan and record of the development process	Planning, execution and necessary adjustments to the original plan	To-do lists, schedules, planning tables, Gantt chart, work breakdown calendar, benchmark data, progress notes
B(iii) self-management skills	Persistence and managing failure	First attempts, flops, partial successes, practice logs/notes

Personal Project Assessment Criteria

The Personal Project will be assessed on the following criterion. The chart below shows the criterion along with where the evidence will be found for evaluation.

Criterion	Points Possible
Criterion A: Investigation	Maximum 8
Criterion B: Planning	Maximum 8
Criterion C: Taking Action	Maximum 8
Criterion D: Reflecting	Maximum 8

Points Possible 32

Final Grade Boundaries

Grade	Boundaries
1	0-5
2	6-9
3	10-13
4	14-16
5	17-21
6	22-24
7	25-28
8	29-32

In order to receive an OIAIS MYP certificate, you need to receive a final grade of 4 or higher on your personal project.

Criterion A: Investigating

Scholars should:
- 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

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

	• Demonstrate **substantial** research skills.	
4	The scholar is able to: • **Define** a **clear and highly challenging** goal and context for the project, based on personal interest. • identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project • demonstrate **excellent** research skills.	I give the precise meaning of the goal of my project; I explain "what I wanted to achieve; when, where, how and why I wanted to achieve it" I define the global context that best applies to my project and explain its connection I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me I explain why my goal is challenging and in particular why is it challenging to me. I identify what I already knew about this topic/project and the sources of my knowledge I identify what I learned in MYP subject groups before the project started, and how this was helpful. I outline the research skills I had when I started the project I discuss the research skills I developed through the project.

Criterion B: Planning

Scholars should:

- develop criteria for the product/outcome

- plan and record the development process of the project

- demonstrate self-management skills

Achievement Level	Level Descriptor	
0	The scholar has not reached a standard described by any of the descriptors given below.	
1-2	The scholars is able to: • develop **limited** criteria for the product/outcome • present a **limited or partial** plan and record of the development process of the project • demonstrate **limited** self-management.	
3-4	The scholars is able to: • develop **adequate** criteria for the product/outcome. • present an **adequate** plan and record of the development process of the project. • demonstrate **adequate** self-management skills.	
5-6	The scholars is able to: • develop **substantial and appropriate** criteria for the product/outcome • present a **substantial** plan and record of the development process of the project. • demonstrate **substantial** self-management skills.	
7-8	The scholars is able to: • develop **rigorous** criteria for the product/outcome • present a **detailed and**	I refer to the criteria I developed to evaluate the project

	accurate plan and record of the development process of the project. • Demonstrate **excellent** self-management skills.	product/outcome If I made changes to my criteria during the project, I explain the changes and why I made them. I provide evidence of my planning through timelines, milestones or other tools/strategies I use my chosen planning tools to record my progress throughout the project's development If I alter my plan, I explain the changes and why I made them I outline the self-management skills I had when I started the project I discuss the self-management skills I developed through the project.

Criterion C: Taking Action

Scholars should:

- Create a product/outcome in response to the goal, global context and criteria

- Demonstrate thinking skills

- Demonstrate communication and social skills

Achievement Level	Level Descriptor	
0	The scholar has not reached a standard described by any of the descriptors given below.	
1-2	The scholars is able to: • Create a **limited** product/outcome in response to the goal, global context and criteria • demonstrate **limited** thinking skills • demonstrate **limited** communication and social skills	
3-4	The scholars is able to: • create a **basic** product/outcome in response to the goal, global context and criteria • demonstrate **adequate** thinking skills • demonstrate **adequate** communication and social skills.	
5-6	The scholars is able to: • create a **substantial** product/outcome in response to the goal, global context and criteria • demonstrate **substantial** thinking skills • demonstrate **substantial** communication and social skills.	
7-8	The scholars is able to: • create an **excellent** product/outcome in response to the goal, global context and criteria • demonstrate **excellent** thinking skills • demonstrate **excellent** communication and social skills.	I use the success criteria I developed to decide how well I achieved my goal I explain the connection between my product/outcome and the global context that my project explores

		I use the success criteria I developed to make reasonable judgments about the product's quality/outcome's success. I outline the thinking skills I had when I started the project I discuss the thinking skills I developed through the project. I outline the communication and social skills I had when I started the project I discuss the communication and social skills I developed through the project.

Criterion D: Reflecting

Scholars should:

- 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.

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

	evaluation of the quality of the product/outcome against his or her criteria • present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context • present **substantial** reflection on his or her development as an IB learner through the project.	
7-8	The scholars is able to**:** • present an **excellent** evaluation of the quality of the product/outcome against his or her criteria • present **excellent** reflection on how completing the project has extended his or her knowledge and understand of the topic and the global context • present **excellent** reflection on his or her development as an IB learner through the project.	If I made changes to my goal during the project, I explain the changes and why I made them I evaluate the product/outcome against the criteria I established I identify the possible improvements to the product/outcome. I demonstrate a deeper knowledge and understanding of my topic and my identified global context I base my reflection on evidence, including my process journal. I discuss my strengths and weaknesses in completing the project I identify challenges and the solutions I developed to meet them I identify how I have developed as a

		learner (using the IB learner profile as appropriate)
		I report on any opportunities the project gave me to share any expert ATL skills with other students who needed more practice
		I consider the possible impact the project could have on my future learning.

MYP Personal Project Glossary

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

Create   to evolve from one's thought or imagination, as a work or
invention.

Criteria   Specific elements the personal project product/outcome must meet
to be a

quality outcome, as defined by the scholar.

Define   Give the precise meaning of a word, phrase, concept or
physical quantity

Demonstrate Prove or make clear by reasoning or evidence, illustrating with
examples or

practical application

Develop   To improve incrementally, elaborate or expand in detail; evolve to a
more

advanced or effective state

Formulate   Express precisely and systematically the relevant concept(s) or
argument(s)

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   An alphabetical list of only those sources that are cited in the
project report.
  References

Outcome   The end result of the scholar'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

Present   Offer for display, observation, examination or consideration

Process Journal A generic term to refer to the documentation that students develop during

the process of completing the MYP project

Product The end result of the scholar's project used particularly where the project has

resulted in a tangible artifact such as sculpture, film, story, or model.

Report A spoken or written account of something that one has observed, heard, done

or investigate which aims to inform, as clearly and succinctly as possible

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

or calculation.

Deadlines and Timelines

Month	Topics for Discussion / Independent Work
September	o Brainstorm Personal Project Ideas o Submit Personal Project Proposal o Choose 3 possible supervisors
October	o Begin communication with supervisor o Create a plan, project timeline, and specifications o Begin Process Journal
October - December	o Continue communication with supervisor o Working through process journal o Use and evaluate resources o Review steps taken and work accomplished since last meeting
January – February	o Continue communication with supervisor o Work through process journal o Use and evaluate resources o Begin completion of project o Work on report
March	o Complete project o Complete report o Turn in project o Self Evaluation
April	o Participate in Exhibition