Personal Project Guide

UWCEA - Moshi Campus

2022–2023

Student Name: _____

Supervisor: _____

Dear Students,

I hope you are as excited as we are for you to start this process. This year, it is going to be different. We are going to be completing the Personal Project based on the new guide and requirements that have been modified by the IB. Remember that this project is an opportunity for you to:

• inquire: explore an interest that is personally meaningful take ownership of your earning by undertaking a self-directed inquiry
• act: transfer and apply skills in pursuit of a learning goal and the creation of a product
• reflect: recognize and evidence personal growth and development.

Figure 4
The aims of the MYP personal project

REFLECT — Recognize and evidence personal growth and development

INQUIRE — Explore an interest that is personally meaningful; students take ownership of their learning by undertaking a self-directed inquiry

ACT — Transfer and apply skills in pursuit of a learning goal and the creation of a product

What Changed?

The personal project is now divided into three main parts that correspond to specific objectives and will be assessed based on the same parts/criteria:
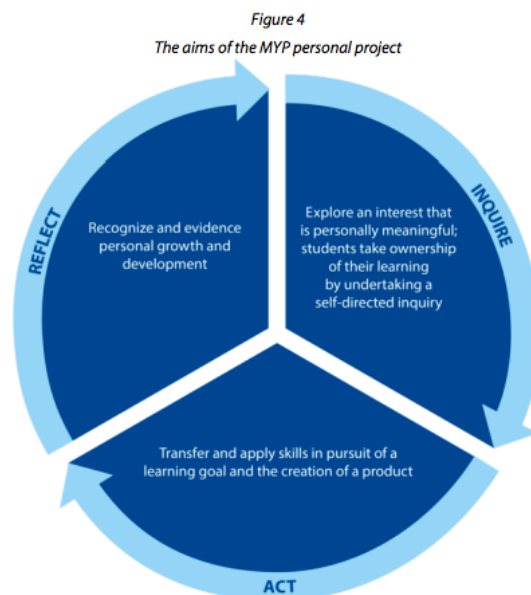
1) **Planning**
   - Defining the project (learning goal and product)
   - Developing the success criteria
   - Presenting a plan
   -
2) **Applying skills**
   - Achieving the learning goal
   - Completing the product
3) **Reflecting**
   - Explaining the impact of the project on your learning
   - Evaluating the product based on the success criteria

Objective A: Planning	Objective B: Applying Skills	Objective C: Reflecting
i. state a learning goal for the project and explain how a personal interest led to that goal ii. state an intended product and develop appropriate success criteria for the product iii. present a clear, detailed plan for achieving the product and its associated success criteria	i. explain how the ATL skill(s) was/were applied to help achieve their learning goal ii. explain how the ATL skill(s) was/were applied to help achieve their product.	i. explain the impact of the project on themselves or their learning ii. evaluate the product based on the success criteria.

Visua**Personal Project Timeline, Dates and Deadlines**

What does our timeline look like?

Final Deadline to submit everything is: `March 15th 2023`

Task	Deadline
o Complete investigation o State a learning goal and link it to a personal interest o State a product and link it to your learning goal o Develop success criteria o Present a clear and detailed plan for achieving the product	`September 30th,2022`
Begin Working on Criterion A	`September 30th,2022`
o Implementation of your plans o Research, sources selections o Adjust your plans according to your day to day progress o Check that your process journal is up to date showing evidence of planning in detail o Think about and plan meetings that might need to be conducted with certain personnel.	`October 30th,2022`

o Remember you are always working on creating your product o Submit Criterion A	
o Complete the product and plan how you are going to present it to your desired population o Receive feedback about your product via questionnaires, interviews, social media interactions ... Implementing ATL skills at all times o Begin writing your Criterion B: Applying skills part of your report.	November 30th,2022
Writing Criterion B: Applying skills What about yourself management and organization skills? How did the ATL skills help achieve the product ?	January 20th,2023
o Submit Criterion B: *Applying skills* o Begin working on Criterion C: Reflection o Evaluate the product based on your success criteria	January 30th,2023
Submit Criterion C: Reflection	February 28th,2023
Final Report Submission March 15th, 2023	
Prepare for your PP exhibition	**March - April**
PP Exhibition	**TBD**
o **Internal moderation** o **Submission of reports to IB**	March First week of April

Please be very mindful of the above information and use it in order to plan your journey.

WHAT'S THE HYPE ABOUT? ☺

The Personal Project Report:

√   This year it is measured by <u>pages</u> and not <u>word count.</u>

> ***A student can submit just a written report or a combination of written and audio/video recording, but not just a recording***

√   Appendixes are no longer required.

√   You must submit your Report, bibliography and academic integrity form.

√   *The bibliography and academic integrity form are not included in the page count.*

√   You have to include evidence of your product within the report itself as part of pages.

√   You have to include evidence of the whole process you went through within the report itself as part of pages.

√   Pay attention to image sizes. They need to be clear and visible.

√   Your report is NOT a document that submits evidence, it is a thorough document with clear critical and creative reflection to how it was all done.

√   Font size: 11

√   Margins: 2 cm

√   Audio and video must be recorded and submitted in real time.

√   Kindly refrain from including a title page as it will be considered part of the page limit.

√   **Please examine the image below for more guidance.**

Table 10

The maximum length of student submissions

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

Supervisors and Students:

The Role of the Supervisor	The Role of the Student
√ Provide guidance to students in the process and completion of the project √ ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues √ providing a timetable with deadlines √ providing the assessment criteria for the project √ giving advice on how to keep and curate evidence of the process √ emphasizing the importance of personal analysis and reflection √ providing formative feedback ensuring requirements for academic integrity are met √ confirming the authenticity of the work submitted √ assessing the MYP project using the criteria in this guide √ participating in the standardization of the assessment process √ guidelines about the MYP project √ a timetable with deadlines √ the assessment criteria for the project √ advice on how to keep and use a process journal √ the importance of personal analysis and reflection √ formative feedback requirements for academic honesty.	√ undertake independent learning. √ spend approximately 25 hours on your personal project. This time covers the whole process, including meetings with your supervisor. √ explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc) √ take ownership of your learning by undertaking a self-directed inquiry √ transfer and apply skills in pursuit of a learning goal and the creation of a product √ recognize and evidence personal growth and develop Specifically, you must: x establish a goal, an action plan and success criteria apply ATL skills throughout the project process x gather evidence of how you have applied ATL skills throughout the personal project x evaluate the project based on the success criteria x select evidence to add to the report x reflect on the impact of the project x write a report.

The Process Journal:

- You are required to maintain a process journal throughout the development of your personal project.

- Start from the very first minute that you begin brainstorming your ideas.

- Your process journal is a practical living workbook.

- Record your progress and use it to reflect on your ideas, achievements, planning, reflections and possible obstacles that you face

- The media for documenting the process can vary depending on your preferences.

The Process Journal Is	The Process Journal is Not
√ To be 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, 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 √ A means of exploring ideas and solutions √ A place for evaluating work completed √ A place for reflecting on learning √ Devised by you in a format that suits your needs √ A record of reflections and formative feedback received.	x To be used on a daily basis (unless this is useful for the student) x Written up after the process has been completed x Additional work on top of the project; it is part of and supports the project x A diary with detailed writing about what was done x A static document with only one format.

You will need to show your supervisor evidence of your process documented in your journal at meetings or by providing access.

How Do You Set a Goal?

It's simple! Start with getting personal ☺.
→ Set your own based on something that YOU find interesting.
→ Use your prior MYP knowledge if you are looking for a spark:
- a global context that is quite compelling
- a service as action experience that you would like to build on
- a unit of inquiry that you would like to explore further

→ You may set a goal based on an interest or hobby that you pursue or would like to pursue outside school.

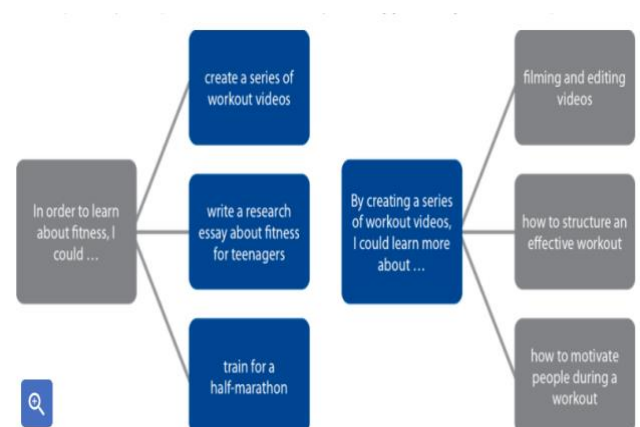You should set an overall goal that can be achieved within 25 hours.

Figure 7 An example of starting with a learning goal to guide the creation of the product

→ The overall goal for the personal project consists of **two interrelated parts**: a product **and** a learning goal.

→The product is what you will create and the learning goal is what you want to learn.

→ Some of you might begin the goal-setting process with a product in mind while others will begin with a learning goal from which you will decide what product to

→ Your goal needs to be a **S.M.A.R.T** Goal :)

How Do You Create an Action Plan?

√ **Your action plan should be details**

√ develop success criteria for their product and determine the necessary steps or actions that will be required to meet those criteria

√ This will also establish a foundation to explain whether or not the goal was achieved in the report.

√ **Do your research in a planned and well documented manner**

√ Identify short- and long-term steps

√ Work around specific dates, deadlines and clear records of adjustment to the project's timeline

√ Write down a comprehensive account of the process from start to finish that corresponds closely to the plan

√ Document changes that are clearly described and justified.

√ Some examples would be: a Google Calendar, Excel timelines, to do lists, Calendar events / notifications, your research plan, designs, sketches, blueprints, models, etc.

√ Remember that you need evidence of your planning process from A-Z in your process journal and your report

Guidelines for collecting evidence of the MYP personal project

Evidence of the process is:	Evidence of the process is not:
• gathered throughout the project to document its development • an evolving record of intents, processes, accomplishments • a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a record of interactions with sources, for example, teachers, supervisors, external contributors • a record of selected, annotated and/or edited research and to maintain a bibliography • a collection of useful information, for example, quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • reflection on learning • devised by the student in a format that suits his • a record of reflections and formative feedback received.	• collected 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 (unless this is useful for the student) • a single, static document with only one format (unless this is useful for the student).

How Do You Apply ATL Skills?

- √ Throughout the personal project, you **<u>should</u>** collect evidence of how you have applied the ATL skills:
- √ Some examples are: visual thinking diagrams/ bulleted lists/ charts short paragraphs/ notes/ timelines, action plans/ annotated illustrations/ annotated research/ pictures, photographs, sketches/ screenshots of a blog or website/ self- and peer-assessment feedback
- √ At the end of the personal project, you will select **pieces of evidence** to demonstrate the ATL skills that have had the most impact on your project.
- √ One piece of evidence must support your analysis of how ATL skill(s) were applied to extend your learning goal, and another must support your analysis of how ATL skill(s) were applied to achieve the product.

How Do You Evaluate the Product?

- √ Once you have completed the product, you use the success criteria that you developed earlier on to see to what extent you were able to achieve your goal.
- √ This will help you identify the impact of ATL skills and choose the evidence you might want to include in your report.

How Do You Evaluate the Impact of the Personal Project?

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

As mentioned before, the personal project is made of a learning goal and a product. As such, there are numerous ways in which you can explore the impact on you and on your community. Please examine the figure above.

Remember that the personal project process can definitely have a positive impact if the product ends up unsuccessful. Hence, remember as well that it is the process of learning that we are looking for and not what the end product is on its own.

Reporting the Project

- √ The report should be presented in clearly identified sections that follow the objectives mentioned earlier.
- √ Please examine the table below:

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present **what** they did in their project.	Students show **how** ATL skills contributed to the learning goal and product.	Students report on **why** they did their project.
Students: • state a learning goal for the project and explain how a personal interest led to that goal • state an intended product and develop appropriate success criteria for the product • present a clear, detailed plan for achieving the product and its associated success criteria.	Students: • explain how the ATL skill(s) was/were applied to help achieve their learning goal • explain how the ATL skill(s) was/were applied to help achieve their product • support the explanations with detailed examples or evidence.	Students: • explain the impact of the project on themselves or their learning • evaluate the product based on the success criteria • support their comments with specific evidence or detailed examples.
Examples of supporting evidence could include: • a list and/or diagram of interests and related learning goals • a list of possible strategies to achieve personal and academic goals • a diagram showing the connections between the learning goal and the product • a series of steps leading to the completion of the product • a timeline for completing short- and long-term tasks.	Examples of supporting evidence could include: • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills).	Examples of supporting evidence could include: • evaluation of the product against the success criteria • images showing key features of the product • analysis of the causes for success and/or failure • summary of new knowledge or insights related to the learning goal.

*The report must include evidence for all the strands of all criteria.

*You **must** address **all** strands of **all** three objectives in the MYP personal project.

A SMART goal meets the criteria of the terms of the acronym SMART: Specific, Measurable, Attainable, and Relevant.

Acronym	Description	Developing SMART Goals
S	Specific	Goals are clear, detailed and unambiguous. A specific goal will usually answer the five "W" questions: • What: What do I want to accomplish? • Why: Specific reasons, purpose or benefits of accomplishing the goal. • Who: Who is involved? • Where: Identify a location. • Which: Identify requirements and constraints.
M	Measureable	This term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether progress toward successful completion is being made. A measurable goal will usually answer questions such as: • How much? • How many? • How will I know when it is accomplished?
A	Attainable	This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter in order to achieve it, the goal is not extreme. An attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals. An attainable goal will usually answer the question: • How: How can the goal be accomplished?
R	Relevant	A relevant goal must represent an objective that the goal-setter is willing and able to work towards. A relevant goal will usually answer the question: • Does this seem worthwhile?
T	Time Bound	The fifth term stresses the importance of giving goals a target date. A commitment to a deadline helps focus efforts on completion of the goal on or before the due date. Timeliness is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization. A timely goal will usually answer the question: • When? • What can I do 6 months from now? • What can I do 6 weeks from now? • What can I do today?
R	Reevaluate Reward	As goals are being developed and phases of different goals are being accomplished, reevaluate each goal to make sure they are still relevant and attainable. Once goals have been accomplished, celebrate in their accomplishment and start developing new SMART goals.

Sample of Criteria:

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheet

A is for **Aesthetics**

Aesthetics means **what does the product look like?** What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

C is for **Cost**

Cost means **how much does the product cost to buy?** How much does it: Cost to buy? Cost to make? How much do the different materials cost? Is it good value?

C is for **Customer**

Customer means **who will buy or use your product?** Who will buy your product? Who will use your product? What is their: Age? Gender? What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment**

Environment means **will the product affect the environment?** Is the product: Recyclable? Reuseable? Repairable? Sustainable? Environmentally friendly? Bad for the environment? **6R's of Design:** Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size**

Size means **how big or small is the product?** What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?

S is for **Safety**

Safety means **how safe is the product when it is used?** Will it be safe for the customer to use? Could they hurt themselves? What's the correct and safest way to use the product? What are the risks?

F is for **Function**

Function means **how does the product work?** What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

M is for **Material**

Material means **what is the product made out of?** What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Useful Links to Explore:

- How Can I Plan?
- Evaluating Sources 1
- Evaluating Sources 2
- Evaluating Sources 3
- Primary and Secondary Sources
- ATL Skills

Remember to document… document … document…

Enjoy ☺

Adapted by UWCEA (MYP PP Coordinator) October 2021 from:

IB MYP Personal Project Teacher support material – Handbook for Students and Supervisors, published Feb. 2021

HIS Heidelberg Internaional School, IB MYP Personal Project Handout 2021 Leaders International College, IB MYP Personal Project Handout 2018

Bibliography

IB MYP Middle Years Progamme Personal Project Guide, Published Feb. 2021 IB MYP Personal Project Teacher Support Material

Personal Project Complete Guide. Lenny Dutton. Excited Educator