

Personal Project Introduction Session

Agenda

- Aims
- Objectives
- What is the personal Project?
- Where to start
- Process Journals
- Global Context
- ATLs
- Academic Honesty
- What are the expectations of the supervisor?
- Timeline for Personal Project
- Travel and Learn
- Responsibilities
- School's suggestion

Aims of the Personal Project



The aims of the MYP projects 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



Investigating

Planning

Taking
Action

Reflecting

Investigating

Define a goal based on personal interest

Identify prior learning and subject specific knowledge

Demonstrate research skills (ATL)

Planning

Develop a proposal
for action (with
criteria for success)

Plan and record the
development
process

Demonstrate
Self-Management
Skills (ATL)

Taking Action

Create a Product or
Outcome

Demonstrate
Thinking Skills
(ATL)

Demonstrate
Communication and
Social Skills (ATL)

Reflecting

Evaluate the Quality
of the Product or
Outcome

Reflect on
Knowledge and
Understanding

Demonstrate
Development of
ATL Skills and as
an IB Learner

Personal Project?

Process
Journal



The Project consists of 3 main sections:

Process Journal

Product

Report

It is challenging and should occur independently, outside of school hours. The IB requirements are that we offer support in the form of supervisors.

In addition our school also offers:

- an elective class
- half an hour every week to guide, support and remind of timeline

Supervisor's guide students when the student requests it...

Where Students Start

Strengths and
Weaknesses

School subject

Your
Interests

What you want to
make

Problem to be
addressed

Process Journals



Process Journals

- [Why use a Process Journal?](#) This outlines how students can record in their process journal.
- [Process Journal Sample with annotations.](#)

Global Contexts



Look at page 16 and 17 of the personal project guidebook.

Outlining a Goal

State a Basic and Appropriate Goal	Outline a Clear and Challenging Goal	Outline a Clear and Highly Challenging Goal
To design my own electric violin	To research violin design and violin making and then design my own violin	To research violin design and violin making and then design and produce my own 4 or 5 string violin

Outlining a Goal

State a Basic and Appropriate Goal	Outline a Clear and Challenging Goal	Outline a Clear and Highly Challenging Goal
To design my own summer clothing collection	To research current fashion trends and then design my own summer clothing collection	To research current clothing trends and how to design patterns. Then design and create a summer clothing collection. Learn how to create a template website and market my designs.

Outlining a Goal

State a Basic and Appropriate Goal	Outline a Clear and Challenging Goal	Outline a Clear and Highly Challenging Goal
To raise 2400 NOK to support the education of a child in Southeast Asia	To sponsor a Southeast Asian child's university education by raising 2400 NOK	To volunteer at UNICEF Norway over the December break and then raise 2400 NOK to sponsor a Southeast Asian child's university education.

What's the Difference?

What distinguishes a basic appropriate goal from one that is challenging?

What distinguishes a challenging goal from one that is highly challenging?

Basic goal

Stating what you're going to do or what you're going to make.

Challenging goal

Outlining what you're going to do and explaining what the purpose of your project is.

Highly challenging goal

Outlining a goal that has multiple parts and leads to greater learning

Check the number of verbs in your goal

More verbs require greater intensity, complexity, and learning.

Approaches to Learning (ATLs)



ATL Skills - Students need to demonstrate these in their reflections

- **Communication**
- **Social**
- **Self-Management**
- **Research**
- **Thinking**

Academic Honesty

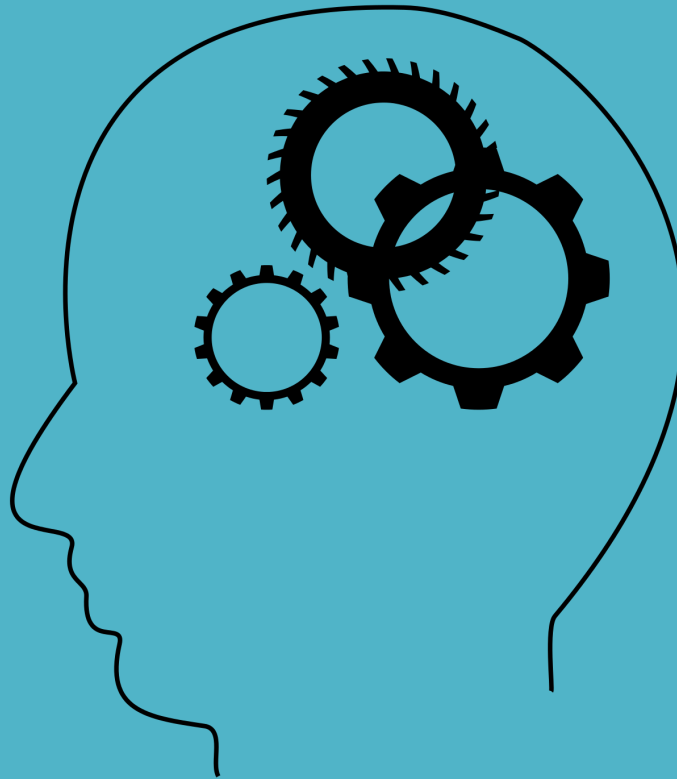


How can students show academic honesty?

For this project there are 2 ways

- Filling in at least 4 meeting minutes with supervisor. This is evidence that the project has been completed by the student. Teachers must see the progress. (Completed in ManageBac)
- Referencing in the report using MLA (see page 32)

What are the responsibilities of the supervisor?



The supervisors' responsibilities are to:

- ensure 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
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- provide personal project grades to the MYP Coordinator to enter in IBIS (from 2016).

Students should receive information and guidance that includes:

- 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.

Timeline for Personal Project

- The same as the one provided on page 28 of the guide.

Date	Task
January / February	Introduction to Personal Project in Design
Last Friday in April	Initial meeting with supervisor must be held. Sign and scan necessary documents onto Managebac. Share your chosen process journal format
Last Friday in May	Last day to submit a copy of the personal project notification through ManageBac to your supervisor.
2nd Monday in June	Personal project planning outline completed and shared with your supervisor. This should include your timeline.
Wednesday before Autumn Break	Final date to have student / supervisor created specifications for the product/outcome. These specifications can be adjusted as you progress through the project to suit need.
Friday after Autumn Break	Formative feedback to students sent home for parents.
Last Thursday in January	Draft of the project report is due to your supervisor
First Friday in February	Exhibition of personal projects (Tentative)
Wednesday before Winter break (February)	Process journal, project report (with reflection to include Exhibition feedback), product and minimum academic honesty requirements are due to you supervisor.
Second Week in March	Summative assessment finalised for Personal Project. This is a handwritten version that is given to students. Will be added to end of year report. Can be filled in at this point into ManageBac