

# MYP PERSONAL PROJECT

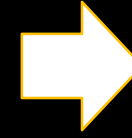
# OVERVIEW OF THE PRESENTATION

- **INTRODUCTION TO PERSONAL PROJECT**
- **PERSONAL PROJECT TIMELINE**
- **PERSONAL PROJECT OBJECTIVES (STRATEGIES)**
- **ROLE OF STUDENT AND PROJECT SUPERVISORS**
- **GRADING PROCESS**

# MYP PERSONAL PROJECTS

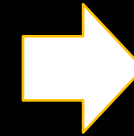
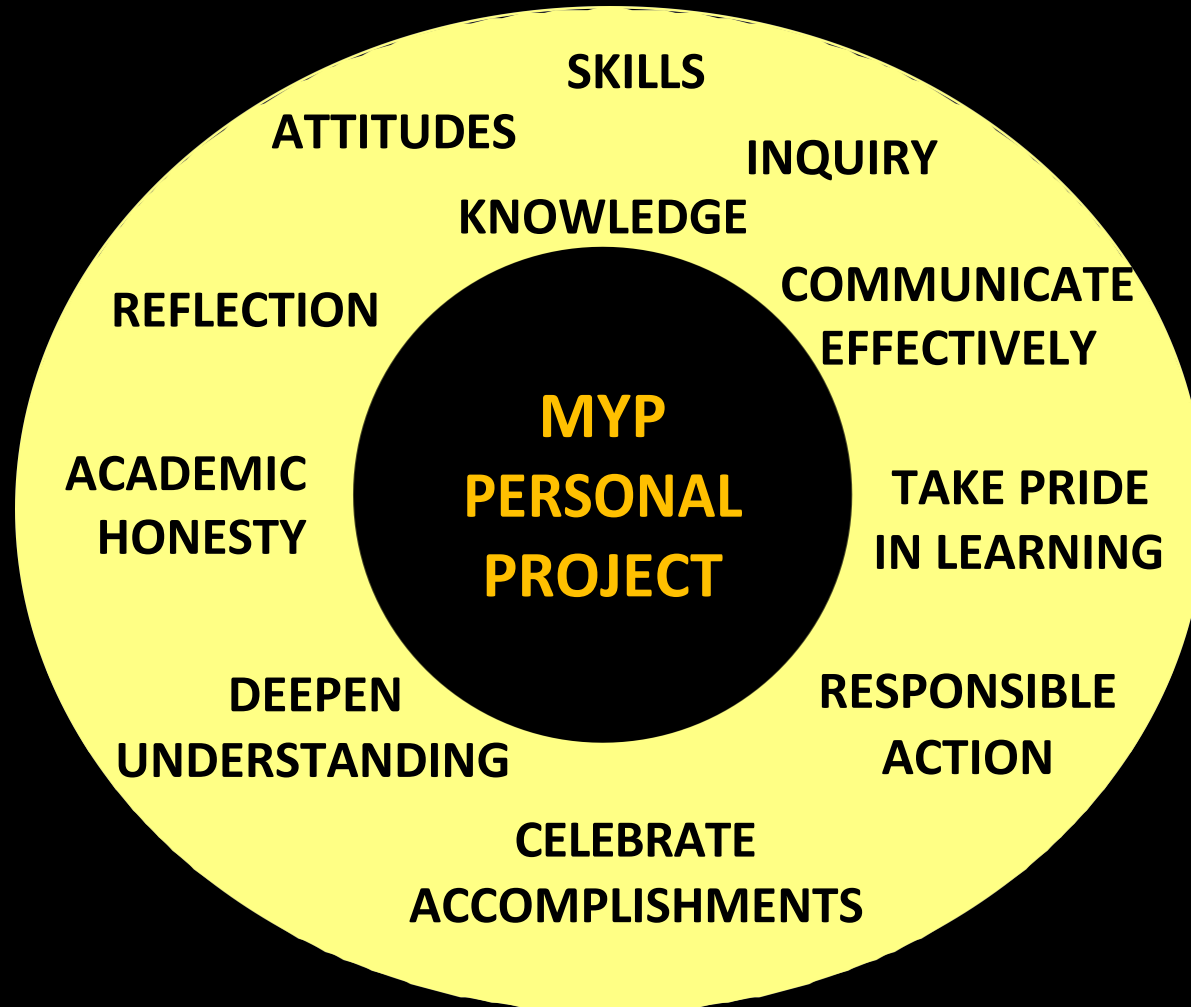
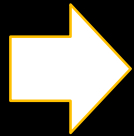
- Core of the MYP – Culmination of MYP
- Completion **mandatory** for award of MYP Certificate
- Unique opportunity to learn more about a topic of personal interest or learn a new skill and develop as an IB learner (**attitudes and skills**)
- Completed independently through **self-directed inquiry**

# PROCESS



# GOAL

**PERSONAL  
INTEREST**



**PRODUCT/  
OUTCOME**

# PARTS OF THE PERSONAL PROJECT

**Process journal**

**Product/ Outcome**

**Report**

# PROCESS JOURNAL – Recording the development process of your project

The process journal is	The process journal is not
<ul style="list-style-type: none"><li>✓ Used throughout the project to document the development</li><li>✓ An evolving record of intents, processes, accomplishments</li><li>✓ A place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li><li>✓ A place for recording interactions with teachers, supervisors, experts</li><li>✓ A place to maintain a bibliography</li><li>✓ A place for storing information (pictures, ideas, quotations)</li><li>✓ A means of exploring ideas and solutions</li><li>✓ A place for evaluation of work to be completed</li><li>✓ A place for reflecting on learning</li><li>✓ Devised by you (student) in a format that suits your needs</li><li>✓ A record of formative feedback received</li></ul>	<ul style="list-style-type: none"><li>✓ Used on a daily basis</li><li>✓ Written up after the process has been completed</li><li>✓ Additional work on top of the project. It is part of the project and supports the project</li><li>✓ A diary with detailed writing about what was done</li><li>✓ A static document with only one format</li></ul>

# PERSONAL PROJECT REPORT

## FORMAT

- ✓ Distinct from the product
- ✓ Formal reflection on the process
- ✓ Written, electronic, oral or visual

## STRUCTURE

- ✓ Structured around assessment criteria

## APPENDIX

- ✓ Consisting of 10 A4 pages of process journal extracts

## ACADEMIC HONESTY

- ✓ Practice throughout and acknowledge sources in recognized conventions
- ✓ Academic honesty form signed by supervisor and submitted to IB for moderation

# REPORT FORMATS

Format	Length
	English/ French/ Spanish/ Arabic
Written	1500 – 3500 words
Electronic (blog, website, slideshow)	1500 – 3500 words
Oral (podcast, radio, broadcast, recorded)	13 – 15 minutes
Visual (film)	13 – 15 minutes

Write or speak in past tense



# PRODUCT/ OUTCOME

- ✓ Original work of art
- ✓ Model
- ✓ Business plan
- ✓ Campaign
- ✓ Blueprint
- ✓ Essay
- ✓ Course of study
- ✓ Debate
- ✓ Film
- ✓ Improved fitness
- ✓ Overcoming a social inhibition

# PERSONAL PROJECT TIMELINE

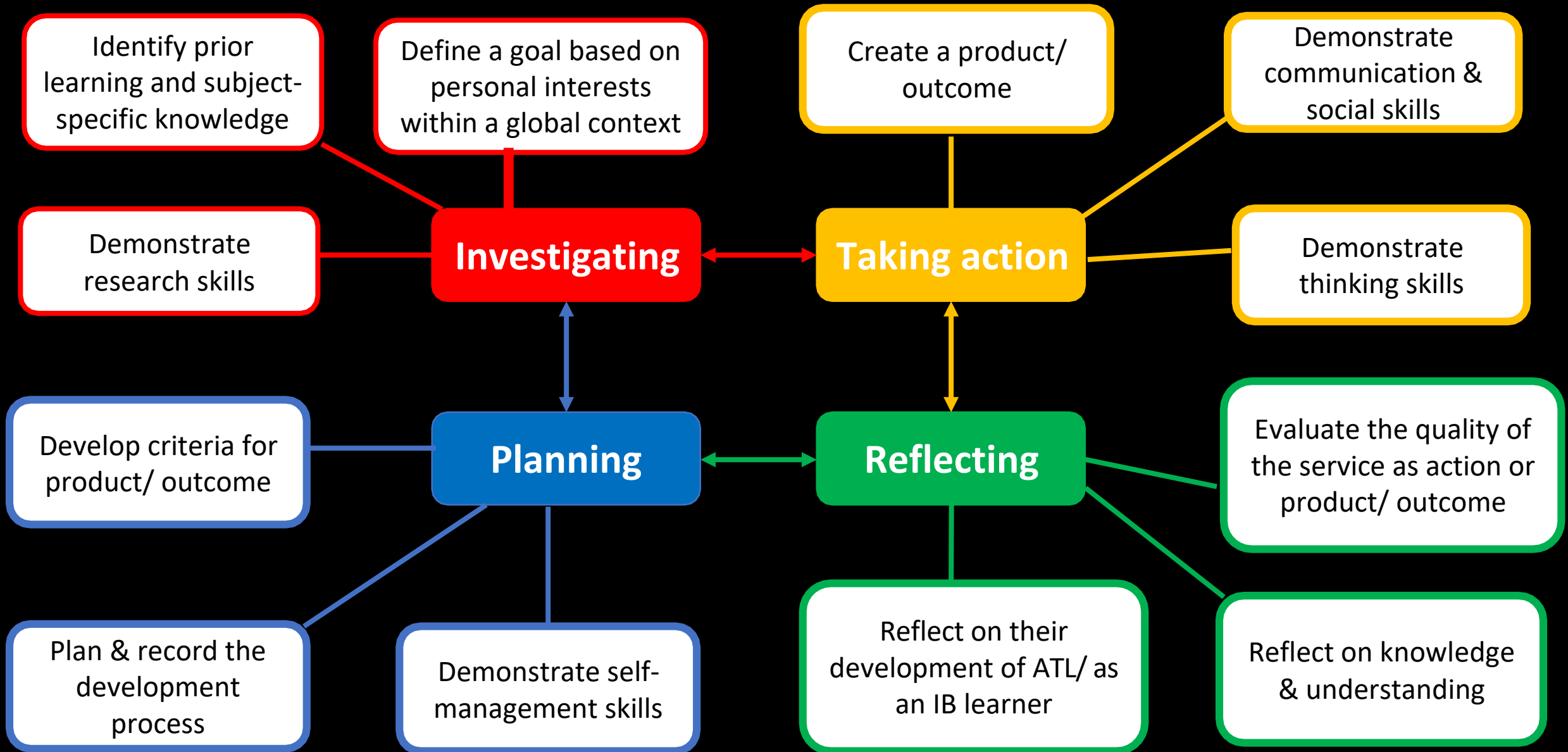
APR 2019 Year 4/ Grade 9	SEPT 2019 Year 5/ Grade 10	OCT – NOV 2019 Year 5/ Grade 10	DEC 2019 – JAN 2020 Year 5/ Grade 10	FEB 2020 Year 5/ Grade 10
INTRODUCTION	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING
<ul style="list-style-type: none"> <li>✓ Brainstorm and generate ideas</li> <li>✓ Meet supervisors</li> <li>✓ Review summer agreement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review process journal</li> <li>✓ Identify prior learning</li> <li>✓ Outline of topic – review goal and global context</li> <li>✓ Decide on product/ outcome</li> <li>✓ Initial research – select resources and gather information</li> <li>✓ Develop success criteria</li> </ul>	<ul style="list-style-type: none"> <li>✓ Finalize criteria</li> <li>✓ Continue research – select, evaluate and acknowledge information</li> <li>✓ Work on product/ outcome</li> <li>✓ Attend a “work in progress” meeting with supervisor</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue working on, and complete product/ outcome + report</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate the quality of the product against the criteria</li> <li>✓ Reflect on learning</li> <li>✓ Turn in report</li> <li>✓ Project Expo</li> </ul>

# ATL SKILLS & LEARNER PROFILE ATTRIBUTES

**Tag your journal entries with:**

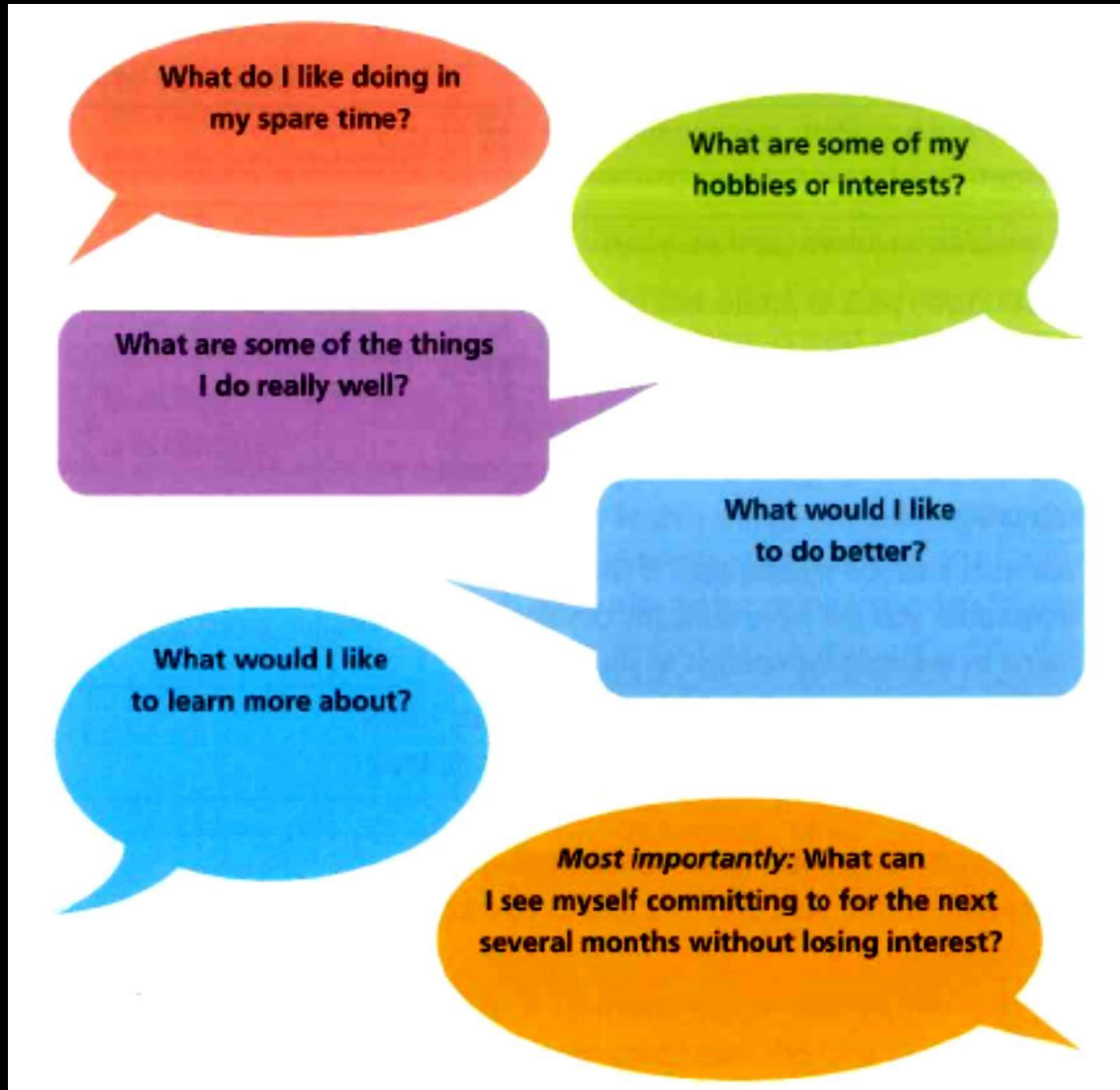
- ✓ ATL skill(s) that you have demonstrated for each entry
- ✓ Learner profile attribute(s) you have demonstrated, how you have demonstrated it

# PERSONAL PROJECTS OBJECTIVES



**INVESTIGATING**

# Define a goal based on personal interests

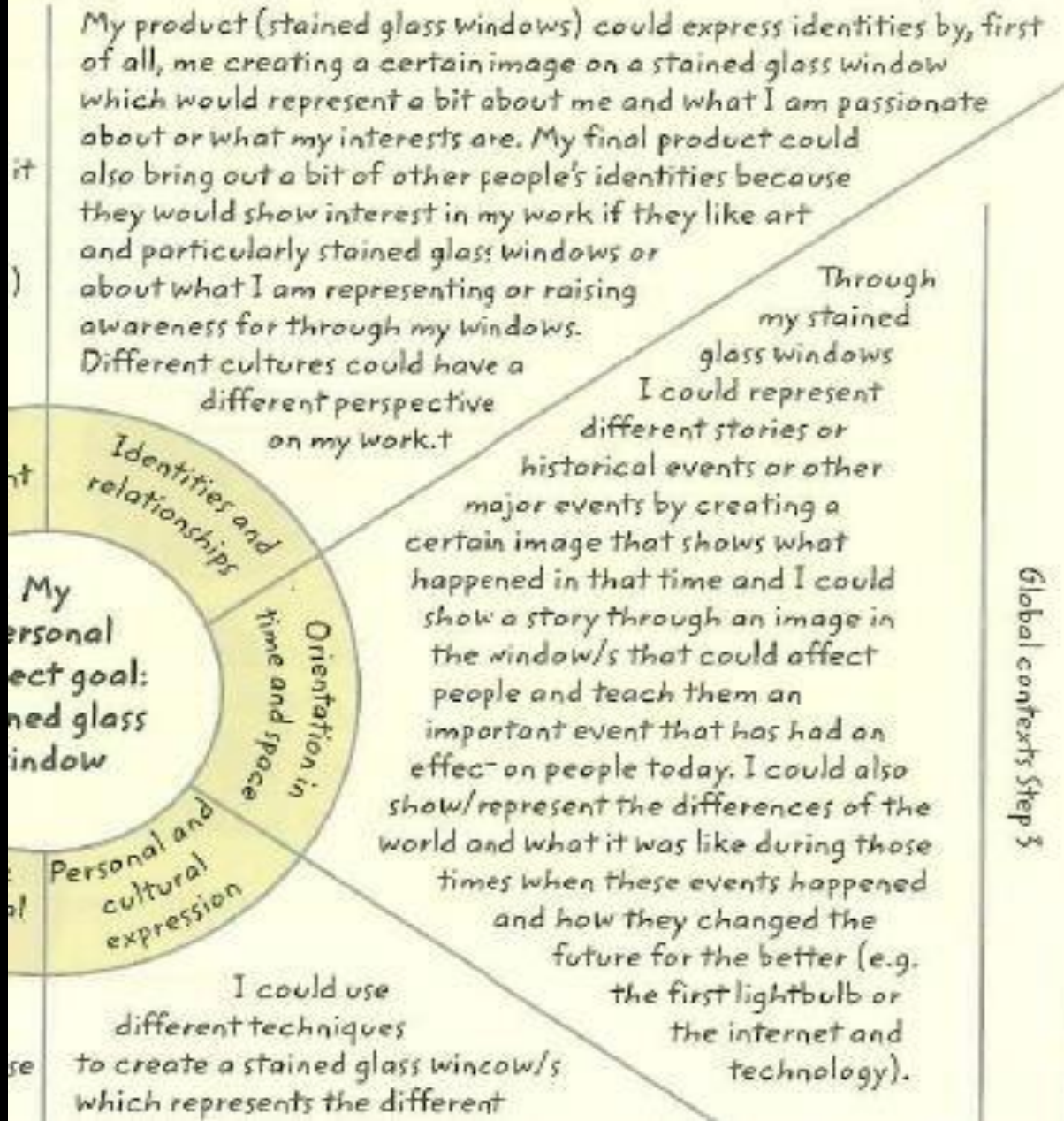


Is your goal SMART?

5 Whys

Is your goal *highly challenging*?

- Be a risk-taker - don't play safe
- Provide a justification



Global contexts Step 3

### GOAL

I plan to create paintings using different mediums to show my audience! viewers the quiet, and a lot of the time, unnoticed beauty found in the plant life and nature of Darwin and its surrounding areas and regions. This goal will require deep thinking and analysis because I will have to concentrate on the unnoticed beauty and not just the superficial and obvious things that are usually overlooked or forgotten.



Challenging goal	Highly challenging goal
A student documents his or her self-taught skills of photography	A student documents his or her neighbourhood through a photography exhibition
A student writes an article on a topic of interest for their school magazine	A student writes and published an original book-length feature on a topic of interest

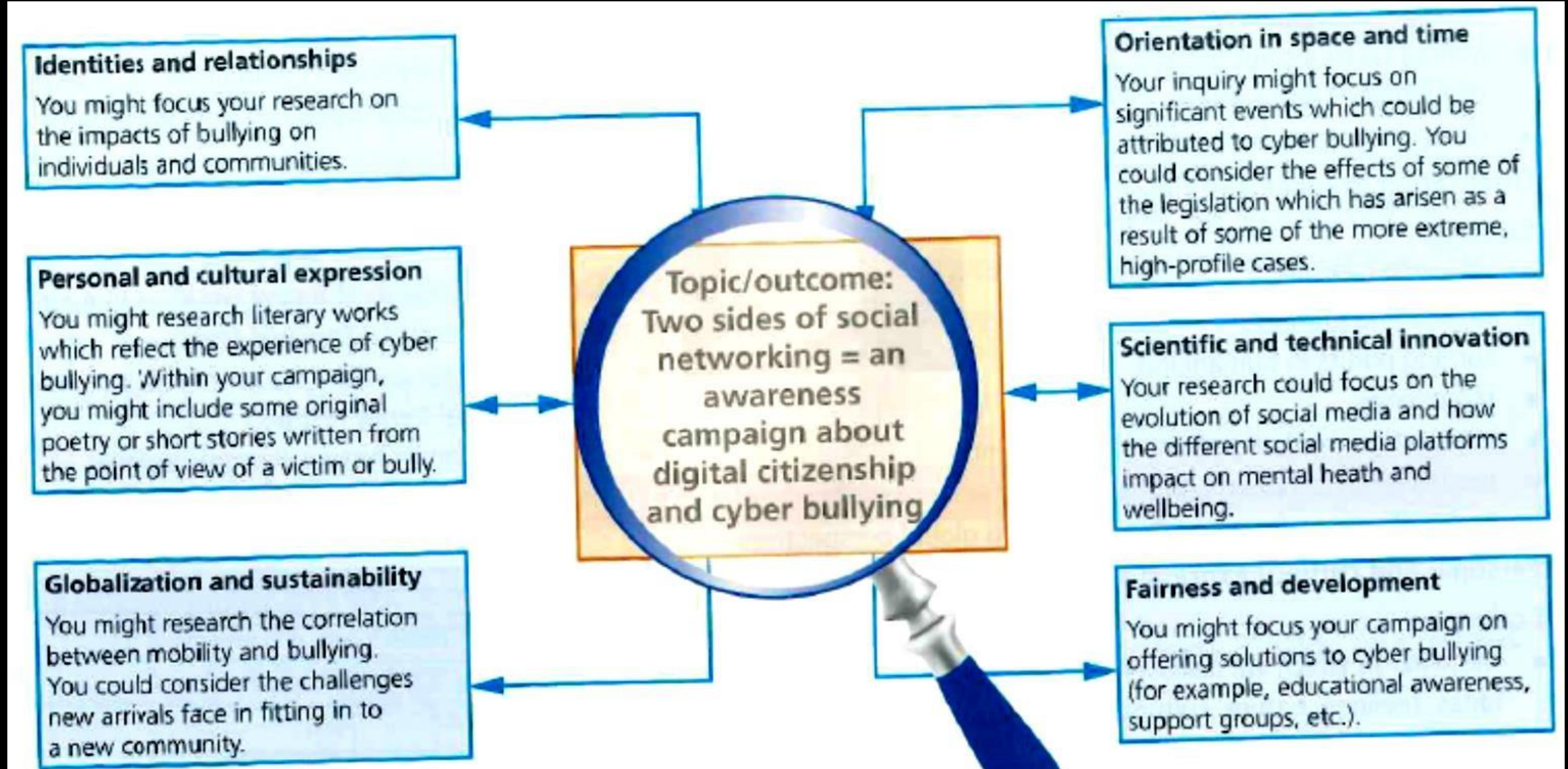
You (student) must justify why the goal is challenging, both in the process journal and in the project report.



**Establishes relevance of your project**

## *Picking a global context*

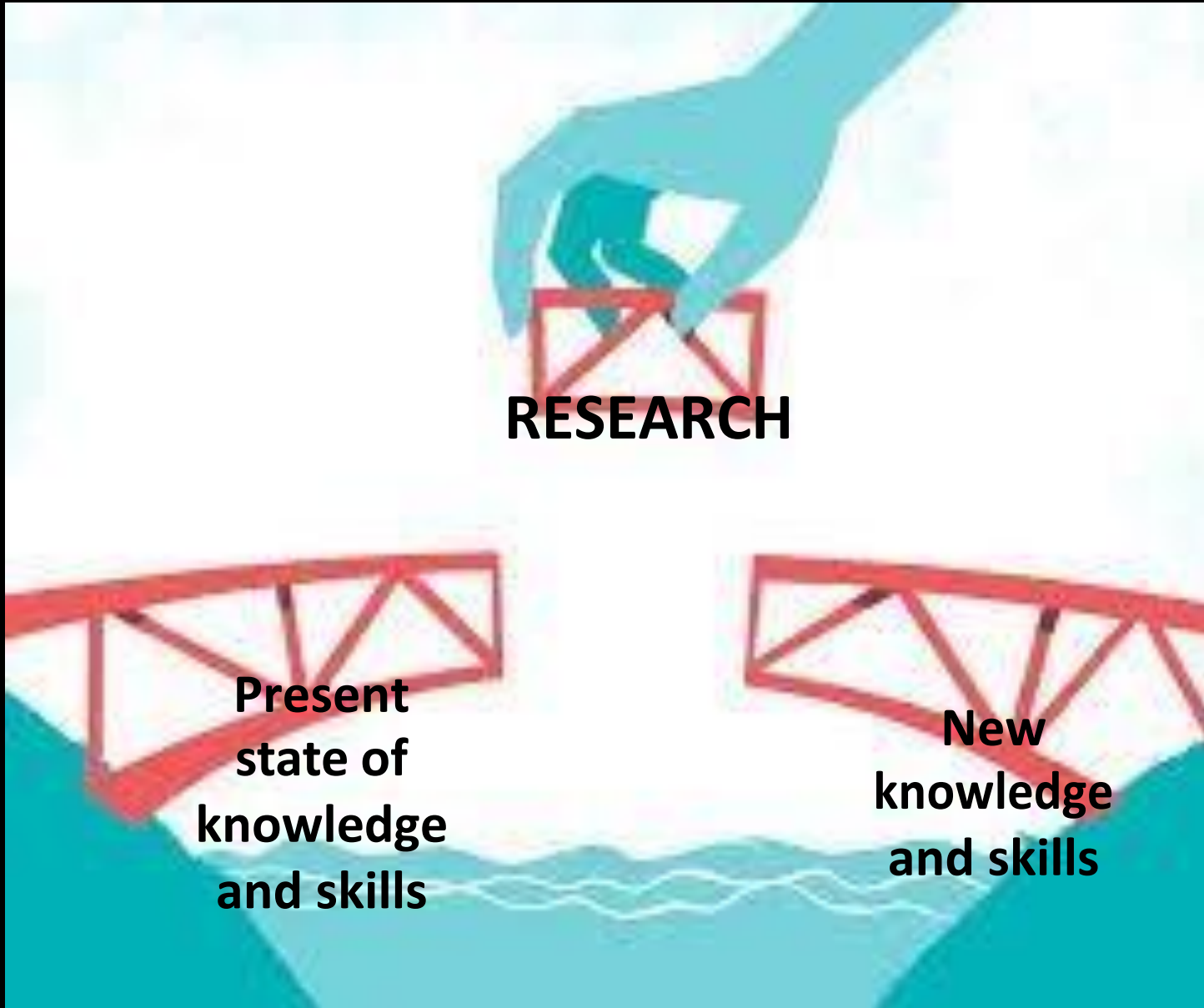
**Directs your line of inquiry**



# *Prior learning and subject-specific knowledge*

K	W	L
What do you already <b>KNOW</b> about your chosen topic?	What do you <b>WANT</b> to learn through your process of inquiry	What have you <b>LEARNT</b> ? What knowledge have you gained or skills have you developed?

# *Demonstrate research skills*



- ✓ OPVL to evaluate sources and include evidence in process journal and report
- ✓ Reflect on how you have applied your learning from research
- ✓ Bibliography

**PLANNING**



# *Develop criteria for product/ outcome*

## **Specifications for product/ outcome**

How will I know when I have achieved my goal?

How can I judge the quality of my product/outcome?

How will I know that I have effectively transferred my prior learning and subject-specific knowledge to the creation of my product/outcome?

How will I know when I have successfully transferred the knowledge and skills I have acquired through research and collaboration to my product/outcome?

How will I know that I have effectively represented the global context I have chosen through my product/outcome?

## Rubric

	<b>Specification 1:</b> The main character, Leonard the Parking Inspector, shows the audience that ordinary people, through heroic actions of selfless service to others, can demonstrate the qualities of a superhero using simply what they have available. In Leonard's case, a meter reader, clipboard, pencil and a piece of chalk.	<b>Specification 2:</b> Readers are inspired to think of how they can demonstrate the qualities of a superhero using readily available, ordinary resources in their everyday lives.
7-8 Excellent	When surveyed, readers agreed that the plot twist at the end of the comic showed them as readers that if ordinary individuals use what is available to them in a selfless act of service, they can demonstrate the qualities of a superhero.	Readers were inspired to think of how their everyday lives and resources can be used to demonstrate the qualities of a superhero, and were able to explain how they might do this in a real-life and hypothetical situation.

Quantifiable

Qualitative

# Checklists

## Impact brainstorm

- ☐ Brainstorm types of lighting and sound unique to my hometown by spending time at Titahi Bay just listening and recording the sounds at various times of the day.
- ☐ Watch other documentaries that film-makers have made about their town and take notes on my observation of the lighting and sound they have used to best reflect daily life in their hometown.
- ☐ Create a SOAR chart that unpacks the impact I want my documentary to have.

## Research

- ☐ Create a questionnaire that I can deliver to my neighbours and members of the Titahi Bay community to gather ideas of the type of impact they want my documentary to have.
- ☐ Find five diverse groups that live in Titahi Bay and brainstorm the qualities and characteristics of these diverse groups.

To achieve high levels,  
consistently refer to  
your criteria for success  
when you create your  
product/ outcome

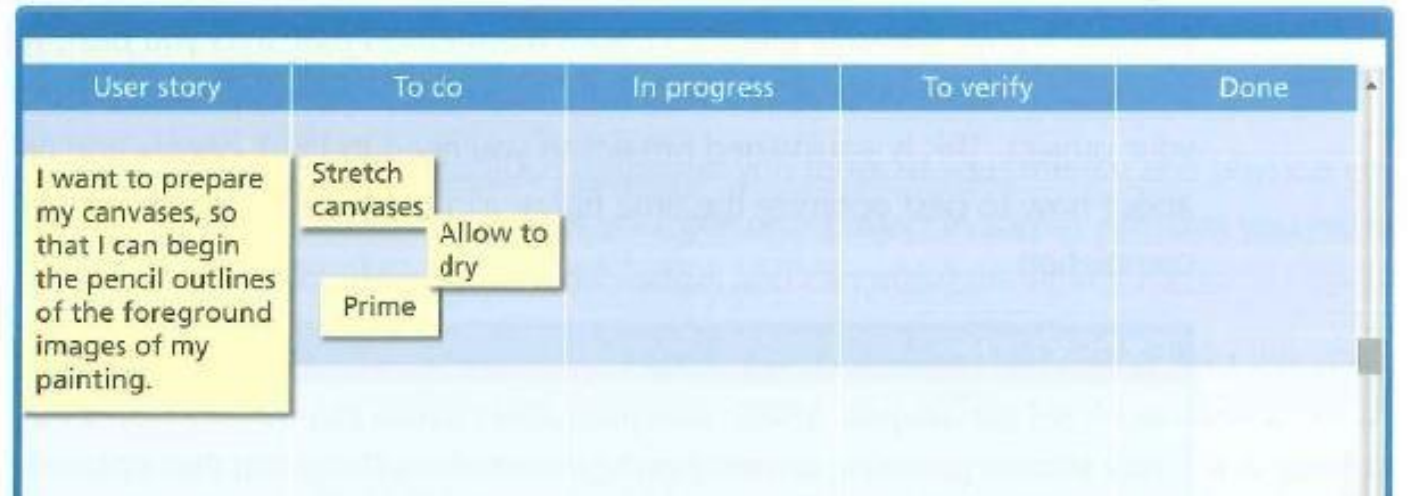


# Plan and record development process

Objective	Resources	Week 10	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4
Investigation:									
Define Community Project goal	Seqta – Learn and individual devices								
Define research									
Research process	Primary and								
Evaluation of sources	secondary sources								
Planning:									
Assign roles for completion									
Create rubric for success									

**Gantt Chart**

**Kanban Board**



**Scrum Board**





# *Demonstrate self-management skills*


**Organization**

**Affective**



Dunlap Group Share: Compass Points  
Friday, April 3, 2015

Group Members:  
1.  
2.  
3.  
4.



Crafted by Dmitry Kudrenko from the Noun Project

E=Excitements	W=Worries
N=Needs	S=Steps or Suggestions

Must do	Should do	Could do	Won't do



**TAKING ACTION**

- ✓ Consistently refer to success criteria while creating product/ outcome
- ✓ Stop, pause and reflect – make justifiable changes to plan but not **goal**
- ✓ Ask yourself: Is my chosen global context evident in my product/ outcome?

Use “***Claim – Support – Question***” to develop understanding of the topic

Use “***Connect – Extend – Challenge***” – Generate ideas/ consider new perspectives

Give and receive feedback – Use “***WMYST***” (What makes you say that?)

Display new insights – “***I used to think .. but now I think .. and this is why***”

**REFLECTING**

## **INQUIRY**

Which of the learner profiles are you demonstrating?

How well are you integrating your chosen global context?

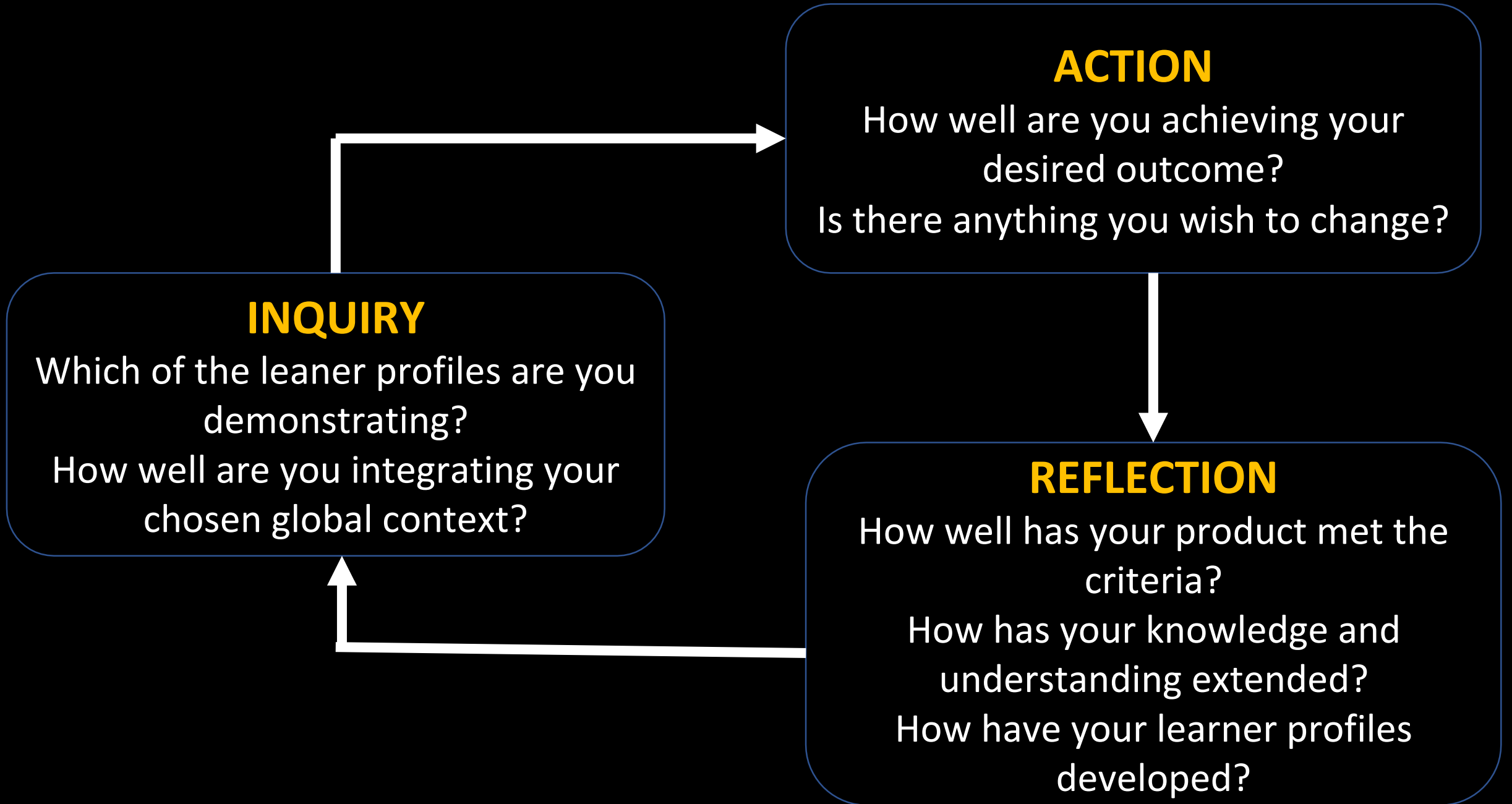
## **ACTION**

How well are you achieving your desired outcome?  
Is there anything you wish to change?

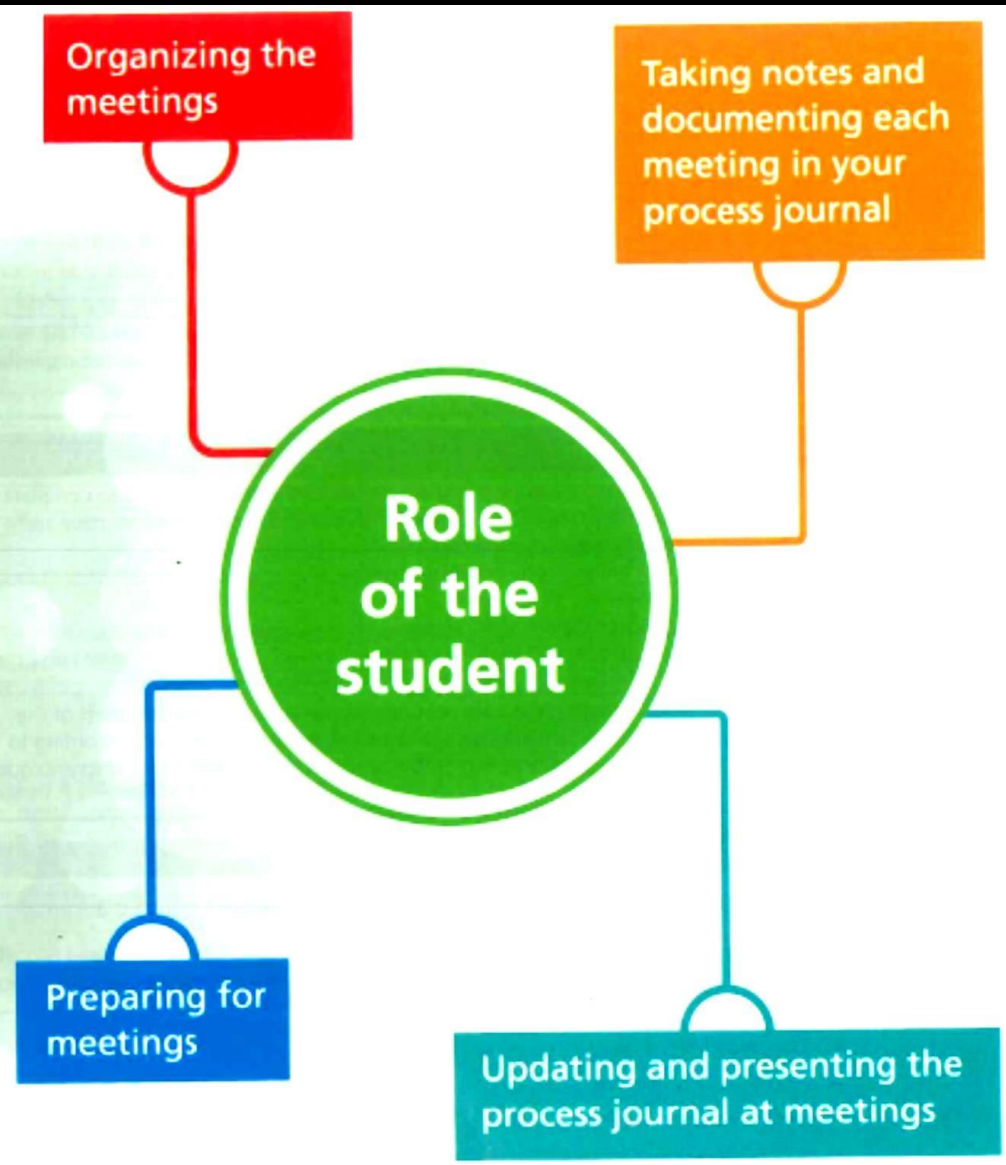
## **REFLECTION**

How well has your product met the criteria?

How has your knowledge and understanding extended?  
How have your learner profiles developed?



# STUDENTS & SUPERVISORS



## 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.

# MODERATION PROCESS

**Prior to the exhibition, students must submit:**

- **Duly completed academic honesty form**
- **Product/ outcome (Pictures, Oral/ Visual recording, Write-up)**
- **Process journal extracts as evidence for fulfilling each strand of each criterion**
- **Supporting visual aids used for presentation, if any**
- **Report (Written, Electronic, Oral, Visual, Multimedia)**
- **Bibliography/ sources**