

Personal Project

What is it?

- MYP students (you) complete a long-term project
- where you decide what you want to learn about
- identify what you already know
- discovering what you will need to know to complete the project, and
- create a proposal or criteria for completing it

What are the aims of the personal project?

The aims of the MYP projects are to encourage and enable you to:

- participate in a self-directed inquiry within a global context
- generate creative new insights & develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes & 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 will you learn from the personal project?

MYP projects involve you in a wide range of activities to extend your knowledge and understanding and to develop your skills and attitudes.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.
- As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic, and develop an understanding of themselves as learners.

What links are there with further study?

The Personal Project will provide you with valuable skills in:

- Research
- Interview skills
- Problem solving
- New skill development

The Personal Project will help you when you complete:

- SACE Research Project
- IB Diploma Extended Essay

The personal project consists of three components:

Personal project component	How it is assessed
Focus on topic leading towards a product/outcome	Evident in the presentation/report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

Product/outcome

- Identify a goal, based on areas or topics of interest
- Develop a goal that you can accomplish, but which challenges your knowledge, skills or techniques in an appropriate way
- Goals should be achievable based on time and resources available

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 creates a durable bag using second-hand material	A student creates a range of bags using second-hand materials to exhibit at the local arts centre
A student writes and article on a topic of interest for a journal (school/academic/special interest) and submits it to an audience	A student writes and publishes an original book-length feature on a topic.

The process journal

Purpose:

To provide a place to keep research, annotations, explorations of the topic, interviews, notes, progress reports, skill development

The process journal is **ESSENTIAL** to help you produce your project report and outcome

The process journal should:

- Begin at the very start of the process and used throughout the process (this means you start it today!)
- Be a place for recording interactions with sources – e.g. discussions with teachers/supervisors/external contributors
- Be a place for storing ALL information, quotes, pictures, ideas collected and used
- Keep all of your research (even if they are copy and pasted/screenshots)
- A means of exploring ideas and coming up with new ideas to solve problems

IT IS NOT A DIARY ENTRY

Personal project report

Oral report can be:

- Podcast
- Interview
- Radio broadcast

Visual report can be:

- Short film

Electronic report can be:

- Website
- Blog
- Prezi
- PowerPoint

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

Required structure (suggested headings) for **written report**:

- Title page
- Table of contents
- Body of the report (structured around assessment criteria)
 - Investigating
 - Goal
 - Global context
 - Criteria
 - Prior knowledge
 - Research and subject specific knowledge
 - Planning
 - Planning process
 - Development process
 - Taking Action
 - Key critical decisions – explained and justified
 - Final product
 - Reflecting
 - Evaluation of project
 - Reflection on your learning as an IB learner and your chosen Global Context
- Reference list (bibliography)

Multimedia reports:

You may choose to complete your report comprising both written and audio/visual formats.

The maximum number of words and time limits correlate in the information shown below:

Time (audio or audio-visual recording)	Word limit
3 minutes	1200 – 2800 words
6 minutes	900 – 2100 words
9 minutes	600 – 1400 words
12 minutes	300 – 700 words

Personal project objectives:

A: Investigating

Students should be able to:

- 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

Students should be able to:

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

C: Taking action

Students should be able to:

- Create a product/outcome in response to the goal, context and criteria
- Demonstrate thinking skills
- Demonstrate communication skills

D: Reflecting

Students should be able to:

- 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 an IB learner through the project

Guidance and support:

- Personal Project handbook (emailed to you and on ManageBac)
- Supervisor (minimum of 3 meetings)
- Coordinator updates
- Worksheets/Handouts

Allocation of supervisors will happen at the beginning of Term 1 2018.

You will use ManageBac to correspond with your supervisor and to arrange meetings.

Your final project will be approved on ManageBac.

You can use it to keep your process journal on there (but you can use other means as well)

Most correspondence will be sent to you via **email, ManageBac or pastoral care time**

Identifying the global context for your project:

Global contexts help to provide a context for inquiry and research into your project.

You choose only **ONE** global context.

In most cases other global contexts may inform your project or offer other perspectives.

The global context helps you to engage in a cycle of inquiry and a process that leads you from academic knowledge to thoughtful, principled action.

Global context	Example of personal projects
<p>Identities and relationships 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.</p> <p>PICK ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	<ul style="list-style-type: none"> • Two sides of social networking; an awareness campaign about digital citizenship and cyber bulling • 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

Global context	Example of personal projects
<p>Orientation in space and time</p> <p>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 civilisations from personal, local and global perspectives.</p> <p>PICK ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation • Indigenous understanding 	<ul style="list-style-type: none"> • 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

Global context	Example of personal projects
<p>Personal and cultural expression</p> <p>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.</p> <p>PICK ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency 	<ul style="list-style-type: none"> • 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 centre; a performance

Global context	Example of personal projects
<p>Scientific and technical innovation</p> <p>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.</p> <p>PICK ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Systems, models, methods; products, processes and solutions • Adaptation, ingenuity and progress • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the Information Age • The biological revolution • Mathematical puzzles, principles and discoveries 	<ul style="list-style-type: none"> • Nano fibres build stronger bikes; a prototype bike with nano fibres • What's the matter with the anti-matter?; and informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplant?; an investigative report

Global context

Example of personal projects

Globalization and sustainability

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.

PICK ONE OF THE FOLLOWING:

- Markets, commodities and commercialization
- Human impact on the environment
- Commonality, diversity and interconnection
- Consumption, conservation, scarcity; natural resources and public goods
- Population and demography
- Urban planning, strategy and infrastructure
- Data-driven decision-making

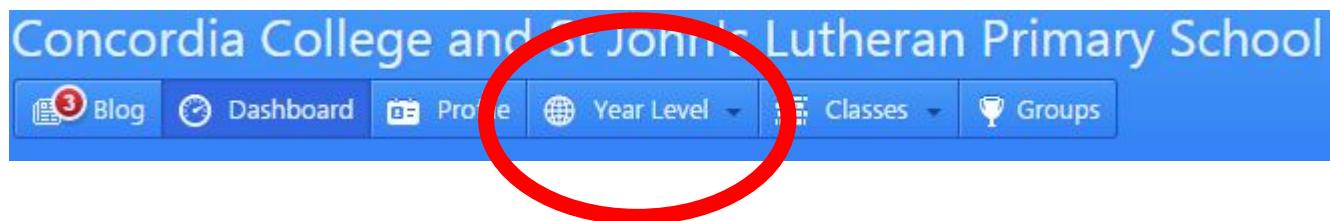
- The struggle for water in developing countries; an awareness campaign
- The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation
- Education as the tool to change the future of Peru; a workshop for adults
- The role of developing countries in protecting the tropical rainforest; a collection of slides

Global context	Example of personal projects
<p>Fairness and development</p> <p>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.</p> <p>PICK ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Democracy, politics, government and civil society • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Ecology and disparate impact • Power and privilege • Authority, security and freedom • Imagining a hopeful future 	<ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school canteen 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

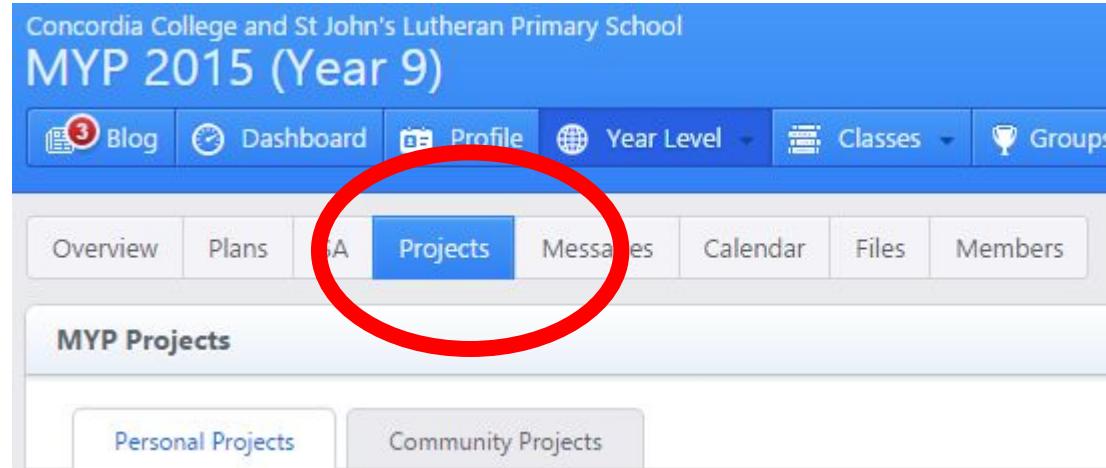
Getting started:

Head to ManageBac → login →

click 'Year Level' →



click 'Projects' →



ManageBac:

Become familiar with ManageBac

- You will connect with Supervisor, record meetings
- Submit process journal extracts
- Find relevant files
- Complete deadlines
- Upload final report and examples for assessment, standardisation and moderation of work

Homework:

Complete the worksheet – located on ManageBac - click on ‘Edit Personal Project Worksheet’

Decide topic, global context and begin your process journal for your personal project by the start of Term 1, 2017.