

Spojená škola Novohradská

MYP

Personal Project

Student Name: _____

Supervisor: _____

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Nature of the Personal Project

The Personal Project is the final evidence of the students' skills and attitudes acquired the Middle Years Program, as well as an educational process in itself.

It encourages students to practice and strengthen their ATL skills, consolidate their prior knowledge and develop an area of personal interest.

From Students to Students

Helpful Hints

(from students – in their own words)

Journal

Have to do it, lots of entries needed
Write every feeling and through that comes into your mind
Write regularly-this is very important
Start early, Use lots of diagrams, Write legible
Put in your research and Stages of project's development
Keep up to date and Write that you did and why you did it

Assessment Criteria

Read it carefully and thoroughly before and after you're done your project
Write as if you'd be answering the criteria as a question
Consider them, but don't stress about them
It's about the process and not just the project, so work well on your journal and statement
Not only based on the final project
Write your personal statement based on them
Make sure your project is good for points harvesting
Sometimes a small change can make a 5-point difference
Having worked on your project for a while, try comparing your work to the assessment criteria

Working with your supervisor

Meet up regularly and don't be too independent
Make sure you get on with your supervisor and Work through disagreements
Come to meetings and make sure they do likewise
Make sure you have a good relationship and be really friendly to them
Make sure you get a supervisor who you are comfortable with and who is in school often.

They can be a big help. Meet ever week at least once so he/she can tell right away if you are on the wrong track.

Topic Choice

Pick something you like e.g. hobbies etc,
Pick something you can make/learn/ do easily
Don't choose hard things you don't know
Something fun and you can stay interested in for 1 year
Pick something you won't get bored of and you are REALLY interested in
Don't pick something you have a mild interest in
Pick something you are interested in and which you would find more or less fun to work on...
Otherwise you're dead
Pick something achievable not too challenging and too ambitious

Organization

Be prepared; don't leave things to the end
Use your time appropriately and efficiently
Be aware of time, use weekends (Sundays) to finish it, because it does need lots of commitment
Keep everything you use
Stay on top of your work
Organize your time really well!
Meet and keep yourself informed about deadlines
Plan ahead
Don't expect to do it during school time
Read Criteria
Book frequent meetings with supervisor
Get on with it
Do as much planning as possible

Student's Responsibilities

1. The student must be at meetings on time.

*When a student misses an appointment the student is responsible to set up a new appointment.

*The student is responsible for making up all absences and completing all work according to the personal project timeline.

2. Tools:

- Personal Project workbook
- Process Journal
- Resources (Books, interviews, online sources, etc.)

3. The student must become familiar with the assessment criteria.

4. The student should contact Supervisor/ Personal Project coordinator with questions, concerns and/or problems.

Personal project components

PERSONAL PROJECT COMPONENTS	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 4 criteria

IDENTIFYING THE GLOBAL CONTEXT

1. **IDENTITIES AND RELATIONSHIPS** - exploring identity, beliefs and values, personal, physical, mental, social and spiritual health, human relationships, communities, what it means to be human
2. **ORIENTATION IN SPACE AND TIME** – exploring personal histories, homes and journeys, turning points in humankind, discoveries, explorations and migrations
3. **PERSONAL AND CULTURAL EXPRESSION** – exploring the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, ways in which we reflect on and enjoy our creativity, our appreciation of the aesthetic.
4. **SCIENTIFIC AND TECHNICAL INNOVATION** – exploring the natural world and its laws, interaction between people and the natural world, how humans use their understanding of scientific principles, the impact of environments on human activity, and how humans adapt environments to their needs.
5. **GLOBALIZATION AND SUSTAINABILITY** - exploring the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; opportunities and tensions provided by interconnectedness; the impact of decision making on humankind and the environment.
6. **FAIRNESS AND DEVELOPMENT** – exploring rights and responsibilities, relationship between communities, sharing finite resources with other people and with other living things, access to equal opportunities, peace and conflict resolution.

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Reporting the Personal Project

When submitting the report for assessment – students must include:

The personal project coversheet

Title page

- school name
- title
- length (WC)
- student name
- supervisor name
- school year

Appendix /Process journal extracts

Bibliography / sources

FORMAT:

1. WRITTEN	1,500 – 3,500 words
2. ELECTRONIC (website, blog, slideshow)	1,500 – 3,500 words

3. Oral (podcast, radio broadcast. Recorded)	13 min – 15 minutes
4. Visual (film)	13 min – 15 minutes

5. AUDIO OR AUDIO-VISUAL RECORDING
- 3 minutes <u>and</u> 1,200 – 2,800 words - 6 minutes <u>and</u> 900 – 2,100 words - 9 minutes <u>and</u> 600 – 1,400 words - 12 minutes <u>and</u> 300 – 700 words

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MYP Personal Project Assessment Criteria

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

Grade	Boundaries
1 (very poor)	1-5
2 (poor)	6-9
3 (mediocre)	10-14
4 (satisfactory)	15-18
5 (good)	19-23
6 (very good)	24-27
7 (excellent)	28 - 32

Criterion A: Investigating

Maximum 8

Students 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

Level of Achievement	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none"> • State a goal and context for the project, but this may be limited in depth or accessibility • Identify prior learning and subject knowledge, but this may be limited in occurrence and relevance • Demonstrate limited research skills
3-4	The student is able to: <ul style="list-style-type: none"> • Outline a basic and appropriate goal and context for the project based on personal interests • Identify basic prior learning and subject knowledge relevant to some areas of the project • Demonstrate adequate research skills

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5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> • Define a clear and challenging goal and context for the project based on personal interests • Identify prior learning and subject knowledge generally relevant to the project • Demonstrate substantial research skills
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> • Define a clear and highly challenging goal and context for the project based on personal interests • Identify prior learning and subject knowledge that is consistently highly relevant to the project • Demonstrate excellent research skills

Criterion B: Planning

Maximum 8

Students should

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

Level of Achievement	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> • Develop limited criteria for the product / outcome • Present limited or partial plan and record of the development process of the project • Demonstrate limited self-management skills
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> • 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	<p>The student is able to:</p> <ul style="list-style-type: none"> • 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 student is able to:

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	<ul style="list-style-type: none"> • Develop rigorous criteria for the product / outcome • Present a detailed and accurate plan and record of the development process of the project • Demonstrate excellent self-management skills
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Criterion C: Taking action

Maximum 8

Student should:

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

Level of Achievement	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> • 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	<p>The student is able to:</p> <ul style="list-style-type: none"> • 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	<p>The student is able to:</p> <ul style="list-style-type: none"> • Create a substantial product / outcome in response to the goal, global context and criteria. • Demonstrate substantial thinking skills • Demonstrates substantial communication and social skills.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> • Create an excellent product / outcome in response to the goal, global context and criteria. • Demonstrate excellent thinking skills • Demonstrate excellent communication and social skills.

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Criterion D: Reflecting

Maximum 8

Students 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.

Level of Achievement	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none"> • 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 student is able to: <ul style="list-style-type: none"> • 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 understanding 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 student is able to: <ul style="list-style-type: none"> • 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 student is able to: <ul style="list-style-type: none"> • 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 understanding of the topic and the global context; • Present excellent reflection on his or her development as an IB learner through the project.

Approaches to Learning are about:

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- Taking responsibility for your own learning
- “Learning how to learn”
- Developing an awareness of how you learn best, of your thought processes and of your learning strategies
- Developing your study skills:
 - Self-management and attitudes toward work
 - Communication skills
 - Research skills
 - Thinking skills
 - Reflection skills
- Becoming a successful learner

How to write a bibliography reminder:

Books:

References to an entire book should include the following elements:

- author(s) or editor(s)
- the complete title
- edition, if indicated
- place of publication
- the shortened name of the publisher
- date of publication
- medium of publication

One author:

Nabokov, Vladimir. *Lolita*. New York: Putnam, 1955. Print.

Two authors:

Cross, Susan, and Christine Hoffman. *Bruce Nauman: Theaters of Experience*. New York: Guggenheim Museum; London: Thames & Hudson, 2004. Print.

Essay or Chapter in Edited Books or Anthologies: References to an essay or chapter in an edited book or compilation must include the following elements:

- essay or chapter author(s)
- essay or chapter title
- book title
- book editor(s) or compilers
- place of publication

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- the shortened name of the publisher
- date of publication
- inclusive page numbers of the cited piece
- medium of publication

Article in a book:

Ahmedi, Fauzia Erfan. "Welcoming Courtyards: Hospitality, Spirituality, and Gender." *Feminism and Hospitality: Gender in the Host/Guest Relationship*. Ed. Maurice Hamington. Lanham: Lexington Books, 2010. 109-24. Print.

Dictionary entry:

"Hospitality." Def. 1a. *Webster's Third New World Dictionary*. 1993. Print.

Encyclopedia entry:

Mercuri, Becky. "Cookies." *The Oxford Encyclopedia of Food and Drink in America*. Ed. Andrew F. Smith. Vol. 1. 2004. Print.

Article in Journals, Magazines, and Newspapers:

References to periodical articles must include the following elements:

- author(s)
- article title
- publication title (journal, magazine, etc.)
- volume number
- publication date (abbreviate months, if used)
- the inclusive page numbers
- medium of publication

Journal article, one author:

Matarrita-Cascante, David. "Beyond Growth: Reaching Tourism-Led Development." *Annals of Tourism Research* 37.4 (2010): 1141-63. Print.

Magazine article:

Kaplan, David A. "Corporate America's No. 1 Gun For Hire." *Fortune* 1 Nov. 2010: 81-95. Print.

Newspaper article, no author:

"Africa Day Celebrated in Havana." *Granma International* 31 May 2009, English ed.: 16. Print.

Audio Visual

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Film or video recording:

Annie Hall. Dir. Woody Allen. 1977. Videocassette. MGM/UA Home Video, 1991.

Sound recording:

Counting Crows. *August and Everything After*. DGC, 1993. CD.

Sound recording, specific song:

Counting Crows. "Mr. Jones." *August and Everything After*. DGC, 1993. CD.

CD-ROM

Citations should include the medium of the electronic publication (CD-ROM), the name of the vendor that made the material available on CD-ROM, and publications dates for the version used, if relevant.

"Marriage." *Encyclopedia Judaica*. CD-ROM. Vers. 1.0. Jerusalem: Judaica Multimedia, 1997.

Web page:

This example includes the optional URL. All other examples below use the shorter citation format.

Cornell University Library. "Introduction to Research." *Cornell University Library*. Cornell University, 2009. Web. 19 June 2009 <<http://www.library.cornell.edu/resrch/intro>>.

Personal Web site:

If a work is untitled, you may use a genre label such as Home page, Introduction, etc.

Rule, Greg. Home page. Web. 16 Nov. 2008.

Entry in an online encyclopedia:

"Einstein, Albert." *Encyclopaedia Britannica Online*. Encyclopedia Britannica, 1999. Web. 27 Apr. 2009.

Interviews

REF: Interviewee(s) Last Name, First name. Personal Interview. Day Month Year of

interview.

Example: Higgins, John. Personal Interview. 7 September 2010.

Appendix Facts

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The appendix is a useful place at the end of your written work, to use for important information that is too extensive to be placed in the body.

For example: a copy of a survey you wrote, sketches, interview transcript, chronology of events, statistical tables.

1. The material must be relevant to the thesis of your project.
2. It must be cross-referenced in either a footnote or a parenthetical reference.
3. Do not pack the appendix with unnecessary material.
4. It is placed before the bibliography

Supervisor's Guidelines

1. No supervisor should have more than four candidates
2. Set a regular meeting time with each student:
 - At least once in month
 - This meeting does not have to be long-it is to check on progress, offer help and encourage progress. Make sure they bring along their process journal, notes, and drafts to share with you.
 - Have students write this meeting time down in their workbooks and/or process journals
3. It is essential that's supervisors and students recognize the importance of using and signing off on the project task lists. They will help the student organize his/her task and help him/her become familiar with the assessment criteria. Signing off allows the Personal Project Coordinator to check on student's progress.
4. Each student must keep a process journal throughout the Personal Project progress. This will help with self-evaluation and serve as a record of progress. It must be submitted as a part of the final assessment. It does not have to be neat. Please sign and date it.
5. It is important to help students define realistic, focused and reasonable research questions that lead to achievable product.
6. Advise students on possible sources of information.
7. Encourage students to find "outside" experts.
Encourage use of librarian expertise, who might be able to help/order resources etc.
8. Monitor progress of the student's work and give guidance on presentation/ product/ written component or the project.
9. Refer candidates to the assessment criteria as appropriate. All students have been given copies of the criteria.
10. Inform Personal Project Coordinator if a student is not on track and/or you have any questions or concerns.