

H.I.S. Personal Project

2018–2019

STUDENT GUIDE

Name:

Supervisor:

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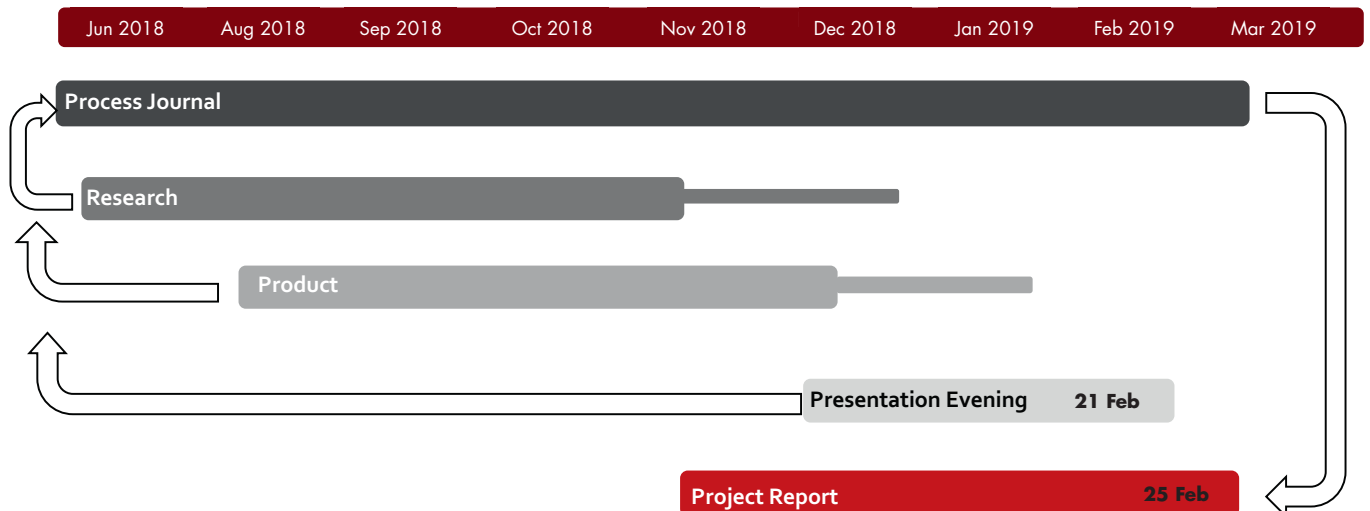
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Personal Project Timeline 2018–2019

May 2018	Project kick-off
June 2018	Supervisors assigned
22 June 2018 End of September 2018 for new students	Planning deadline (project chosen)
9 November 2018	Research deadline
14 December 2018	Product creation deadline
25 January 2019	Project report draft deadline
21 February 2019	Presentation evening
25 February 2019	Final deadline

It should be understood that some of these deadlines are “work in progress” deadlines. For example, research may continue throughout the project, but enough should be completed by the research deadline in order for work on the project itself to begin.



IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERES

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE






We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

What is a Personal Project?

The personal project is an individual project completed in your grade 10 year. It consists of these main actions:

1. Setting a project goal
2. Researching a topic
3. Creating a product
4. Documenting the process
5. Evaluating the project

The Personal Project is a chance for you to show the skills you have developed during your MYP years and to apply them to a topic you have chosen. In order to do this you need to make good use of your study skills (Approaches to Learning skills):

ATL skills	ATL learning expectations
 <p><u>COMMUNICATION</u> Communication Skills</p>	<ul style="list-style-type: none"> • Exchanging thoughts, messages and information effectively through interaction • Reading, writing and using language to gather and communicate information • Using a variety of media to communicate with a range of audiences
 <p><u>SOCIAL</u> Collaboration Skills</p>	<ul style="list-style-type: none"> • Working effectively with others • Taking responsibility for one's own actions • Listening actively to other perspectives and ideas
 <p><u>SELF-MANAGEMENT</u> Organization skills Affective skills Reflection skills</p>	<ul style="list-style-type: none"> • Managing time and tasks effectively • Managing state of mind: mindfulness, perseverance, emotional management, self-motivation, resilience • (Re-)considering the process of learning
 <p><u>RESEARCH</u> Information literacy skills Media literacy skills</p>	<ul style="list-style-type: none"> • Finding, interpreting, judging and creating information • Interacting with media to use and create ideas and information • Communicating information and ideas effectively to multiple audiences using a variety of media and formats
 <p><u>THINKING</u> Critical thinking skills Creative thinking skills Transfer</p>	<ul style="list-style-type: none"> • Analysing and evaluating issues and ideas • Generating novel ideas and considering new perspectives • Utilizing skills and knowledge in multiple contexts

MYP Global Contexts

The personal project should be linked to one Global context:



Determining a Project Goal

Teaching and learning in the MYP involves understanding concepts in context. Global Contexts help you to set the goal for your project. Keep asking yourself the following questions:

Why am I engaged in this inquiry?
Why are these concepts important?
Why is it important for me to understand?
Why do people care about this topic?

Fairness and development

What are the consequences of our common humanity?

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

Identities and relationships

Who am I? Who are we?

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

Globalization and sustainability

How is everything connected?

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

Orientation in space and time

What is the meaning of where and when?

Personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives

Scientific and technical innovation

How do we understand the world in which we live?

The natural world and its laws; 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

Personal and cultural expression

What is the nature and purpose of creative expression?

The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflection, extend and enjoy our creativity; our appreciation of the aesthetic

Example projects

Example 1

Project topic	The effect of mass media on teenagers
Product	Short film
Global context	Identities and relationships

Example 2

Project topic	Explorers in search of a new world: a history of immigration
Product	Slideshow
Global context	Orientation in space and time

Example 3

Project topic	Supporting fair trade: Cocoa trade in Ghana
Product	Awareness campaign
Global context	Fairness and development

Example 4

Project topic	The role of developing countries in protecting the rain forest
Product	Collection of photos or slides
Global context	Globalization and sustainability

Example 5

Project topic	Video games as a form of cultural expression
Product	Short film
Global context	Personal and cultural expression

Example 6

Project topic	Nano fibres build stronger bikes
Product	Prototype bike
Global context	Scientific and technical innovation

Goal, Topic and Product

When you start your inquiry and research of a topic you are interested in, you need to determine the overall goal of your project. Your goal will determine everything else.

Ask yourself:

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?

As you start to collect information about your topic, you might have several ideas of what your product could be. Remember that you can choose from a wide variety of options.

Your product can be a written essay, a model, an action, a piece of art, a survey, a campaign, etc. When you have made your choice, contact your supervisor and share your idea to get feedback.

When you have decided on a product, think of criteria that your product/outcome needs to meet in order for you to reach your overall project goal.

Example:

Example 4	
Project topic	The role of developing countries in protecting the rain forest
Product	Collection of photos or slides
Global context	Globalization and sustainability

What is the overall goal of this project? What does the student aim to achieve?

In the example, the chosen product is a collection of photos. Can you think of other types of products that may be suitable for this project?

Now think of 3–5 criteria the product has to meet in order to show it is driven by the chosen global context and the overall project goal:

1 _____

2 _____

3 _____

4 _____

5 _____

Try again

Example 1	
Project topic	The effect of mass media on teenagers
Product	Short film
Global context	Identities and relationships

What is the overall goal of this project? What does the student aim to achieve?

In the example, the chosen product is a collection of photos. Can you think of other types of products that may be suitable for this project?

Now think of 3–5 criteria the product has to meet in order to show it is driven by the chosen global context and the overall project goal:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Step by Step Instruction

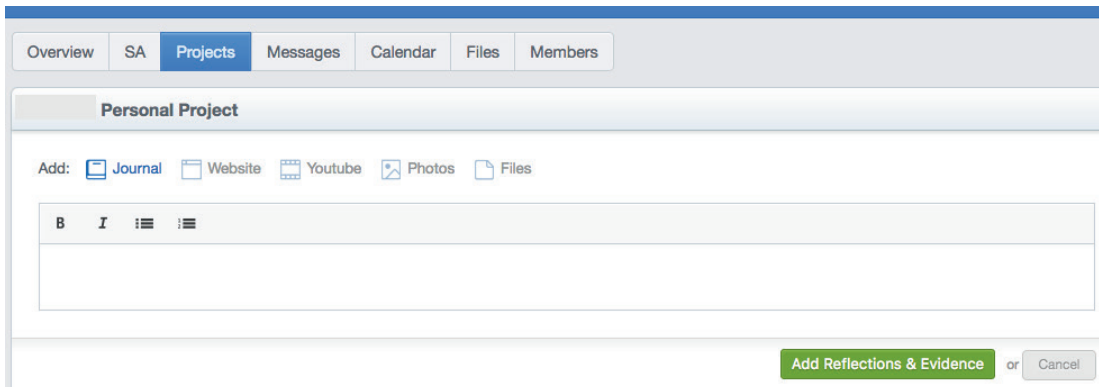
ManageBac

ManageBac is an online platform, which you will use to record all your data. This includes your project goal, process journal entries and meeting notes. You will upload your project report and evidence of your product in ManageBac when you are finished with your personal project. www.managebac.com

1. Process Journal

You are required to maintain a process journal throughout the development of the personal project. Start from the very first minute when you are brainstorming ideas. Your process journal is a practical workbook. Record your progress and use it to reflect on your ideas and achievements, obstacles etc.

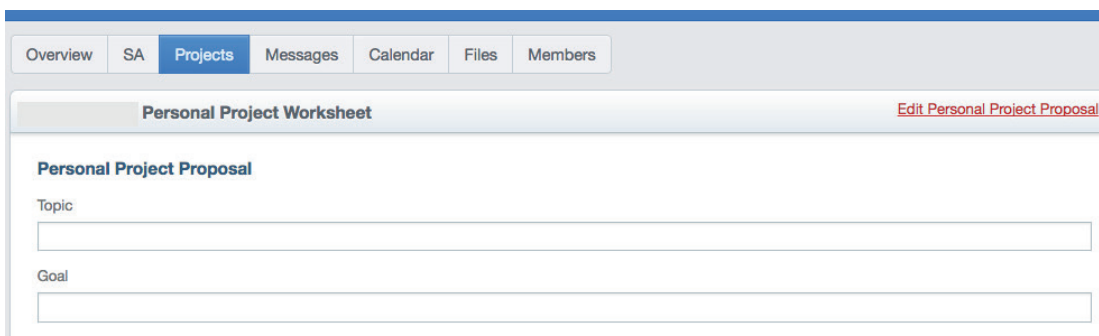
ManageBac allows you to upload photos, files and links to websites into your process journal. Be thorough and update your process journal regularly. You will write your project report based on the information you collect in your process journal.



The screenshot shows the 'Personal Project' interface in ManageBac. At the top, there is a navigation bar with tabs for Overview, SA, Projects (selected), Messages, Calendar, Files, and Members. Below the navigation bar, the 'Personal Project' section is visible. It includes an 'Add:' section with icons for Journal, Website, Youtube, Photos, and Files. Below this is a rich text editor with a toolbar containing Bold (B), Italic (I), Bulleted List, and Numbered List. At the bottom right of the editor, there are two buttons: 'Add Reflections & Evidence' (green) and 'Cancel' (grey).

2. Topic and goal

Once you have selected a topic and determined a goal for your Personal Project you need to enter these in ManageBac in your "Personal Project Worksheet".



The screenshot shows the 'Personal Project Worksheet' interface in ManageBac. At the top, there is a navigation bar with tabs for Overview, SA, Projects (selected), Messages, Calendar, Files, and Members. Below the navigation bar, the 'Personal Project Worksheet' section is visible. It includes a title 'Personal Project Proposal' and a link 'Edit Personal Project Proposal'. Below the title, there are two input fields: 'Topic' and 'Goal'.

3. Global Context

Your next step in ManageBac is to enter the Global Context you chose to guide your research for your project.

Select Global Context

Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand? Why do people care about this topic?

<input type="checkbox"/>  Identities and relationships	<input type="checkbox"/>  Orientation in space and time	<input type="checkbox"/>  Personal and cultural expression	<input type="checkbox"/>  Scientific and technical innovation
<input type="checkbox"/>  Globalization and sustainability	<input type="checkbox"/>  Fairness and development	<input type="checkbox"/>  Other	

4. Criteria for your product

For your product you need to determine 4-5 criteria, that allow you to reflect on the outcome of your product once it is finished. These are criteria you develop yourself. They should be achievable and measurable criteria. Once you have determined the criteria for your product share them with your supervisor and ask for feedback.

You can enter an inquiry question in ManagBac. This is your project goal turned into a question, which will guide your research.

Inquiry Question

Criteria

Select project supervisor

or

Action and Service

As part of the MYP action and service component you will be presenting your personal project to the school community twice:

Presentation Evening (22 February 2018)

On this evening you are presenting your project to the H.I.S. community (parents, students, staff). Carefully plan how you present your project and discuss your ideas with your supervisor.

Presentation Morning (23 February 2018)

On the morning after the Presentation Evening you will present your project to Primary students (Grade 3–5). Think about how to present your project in an appropriate way to a younger audience.

Project Report

You must present your personal project with a report. The report must describe how, why, and what you did, in a well-structured and organized manner. The report must include evidence for all the strands of all criteria.

The report can be in written, electronic, oral or visual format:

Format	Length
Written	1,500–3,500 words
Electronic (website, blog, slideshow)	1,500–3,500 words
Oral (podcast, radio, broadcast, recorded)	13–15 minutes
Visual (film)	13–15 minutes

For multimedia reports, that consist of both written and audio/visual formats:

Time of audio or visual recording		Word limit
3 minutes	and	1,200–2,800 words
6 minutes	and	900–2,100 words
9 minutes	and	600–1,400 words
12 minutes	and	300–700 words

Reports should have the following sections:

- Cover sheet
- Table of contents
- Investigating (Crit. A)*
- Planning (Crit. B)*
- Taking action (Crit. C)*
- Reflecting (Crit. D)*
- Bibliography*
- Appendices, where appropriate*

*(see next page for more information)

Personal Project Report Checklist

A – INVESTIGATING	
Define a clear goal and global context for the project, based on personal interests	<ul style="list-style-type: none"> • I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”. • I name the global context that I chose and explain its connection to my project. • I describe what makes my project personal: the experiences, interests and ideas that make it important to me. • If I made changes to my goal during the project, I explain the changes and why I made them.
Identify prior learning and subject specific knowledge relevant to the project	<ul style="list-style-type: none"> • I identify what I already knew about my topic/project and the sources of my knowledge. • I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	<ul style="list-style-type: none"> • I outline the research skills I had when I started the project. • I discuss the research skills I developed through the project. • I explain how I may have shared my research skills to help peers who needed more practice.
B – PLANNING	
Develop criteria for the product / outcome	<ul style="list-style-type: none"> • I refer to the criteria I developed to evaluate the project product/outcome. • If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	<ul style="list-style-type: none"> • I provide evidence of my planning through timelines, milestones or other tools/strategies. • I present a record of how the project progressed from start to finish.
Demonstrate selfmanagement skills	<ul style="list-style-type: none"> • I outline the self-management skills I had when I started the project. • I discuss the self-management skills I developed through the project. • I explain how I may have shared my self-management skills to help peers who needed more practice.

Personal Project Report Checklist

C – TAKING ACTION	
Create a product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> • I discuss the product/outcome as the result of the process undertaken during the project. • I check that I have included evidence of my product to be submitted with my report.
Demonstrate thinking skills	<ul style="list-style-type: none"> • I outline the thinking skills I had when I started the project. • I discuss the thinking skills I developed through the project. • I explain how I may have shared my thinking skills to help peers who needed more practice.
Demonstrate communication and social skills	<ul style="list-style-type: none"> • I outline the communication and social skills I had when I started the project. • I discuss the communication and social skills I developed through the project. • I explain how I may have shared my communication and social skills to help peers who needed more practice.
D – REFLECTING	
Evaluate the quality of the product/outcome against their criteria	<ul style="list-style-type: none"> • I evaluate the product/outcome against the criteria I designed. • I identify the strengths, weaknesses and possible improvements of the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	<ul style="list-style-type: none"> • I identify challenges and the solutions I developed to meet them. • I demonstrate a deeper knowledge and understanding of my topic and my identified global context. • I base my reflection on evidence, including my process journal
Reflect on their development as IB learners through the project	<ul style="list-style-type: none"> • I identify how I have developed as a learner (using the IB learner profile as appropriate). • I discuss my strengths and weaknesses in completing the project. • I summarize the impact the project could have on my future learning.

Role of your supervisor

When you have your idea, you ask a faculty member from the school to be your supervisor. Your supervisor's role is to advise you throughout the project, meet you on a regular basis and encourage you to complete the various stages of the project according to the deadlines. Your supervisor need not necessarily be an expert on your topic but will be able to guide and help you as needed. You may decide to consult another person inside or outside the school community who can give you more expert help.

Your supervisor will:

- Make time to meet with you throughout the process and to keep a record of such meetings to obtain an overall perspective on your progress
- Make sure that you understand the guidelines and the assessment criteria for the personal project
- Carry out formative assessment by offering positive, constructive oral and written comments at each stage, using the personal project assessment criteria as a basis for discussion
- Ensure that the project is authentic and entirely your own work, and that the material is adequately referenced
- Assess the project according to the assessment criteria

Role of the school librarian

Ask the school librarian for support, if you have questions about:

- How to do effective research?
- How to handle citations, footnotes and quotes
- How to write a bibliography in MLA style

Your responsibilities

You are in charge! Organising meetings is your responsibility

Find out when your supervisor is generally available to meet you

Set dates for meetings and inform your supervisor if you cannot make a set meeting

Bring your process journal and other appropriate materials to each meeting

Turn in work before or on the appropriate deadlines – your supervisor will not “chase” you for late or missing work

Keep in touch – keep your supervisor informed about your progress (it is advisable to exchange email addresses).

Hand in the required documents in time! (see below)

*If your product is a website or a clip you wish to publish, please discuss this with your supervisor first. There might be data protection issues you will need to consider.

Required documents to be uploaded in ManageBac by the final deadline:

- A completed academic honesty form
- Process journal
- Any supporting visual aids used during the presentation, if applicable
- Project report (with Personal Project cover sheet)
- product or evidence of product

Assesement

Your Personal Project will be assessed by your supervisor who determines a final level for each of the 4 assessment criteria.

Appendices

Assessment Criteria

This first page summarizes the assessment criteria. The full version of the IB assessment criteria, available to students and supervisors throughout the project, is listed on the following pages.

Criterion	Summary of Requirements
A Investigating	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
B Planning	Develop criteria for the product/outcome
	Plan and record the development process of the project
	Demonstrate self-management skills
C Taking action	Create a product/outcome in response to the goal, global context and criteria
	Demonstrate thinking skills
	Demonstrate communication and social skills
D Reflecting	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

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 has not reached a standard described by any of the descriptors given below.
1–2	The student is able to: state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance demonstrate limited research skills
3–4	The student is able to: outline a basic and appropriate goal and context for the project, based on personal interests identify basic prior learning and subject-specific knowledge relevant to some areas of the project demonstrate adequate research skills.
5–6	The student is able to: define a clear and challenging goal and context for the project, based on personal interests identify prior learning and subject-specific knowledge generally relevant to the project demonstrate substantial research skills.
7–8	The student is able to: define a clear and highly challenging goal and context for the project, based on personal interests identify prior learning and subject-specific 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 has not reached a standard described by any of the descriptors given below.
1–2	The student is able to:
	develop limited criteria for the product/outcome
	present a limited or partial plan and record of the development process of the project demonstrate limited self-management skills.
3–4	The student is able to:
	develop adequate criteria for the product /outcome
	present and adequate plan and record of the development process of the project
	demonstrate adequate self-management skills.
5–6	The student is able to:
	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:
	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.

Criterion C: Taking action

Maximum: 8

Students 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 has not reached a standard described by any of the descriptors given below.
1–2	The student is able to:
	create a limited product/outcome in response to the goal, global context and criteria
	demonstrate limited thinking skills
3–4	demonstrate limited communication and social skills.
	The student is able to:
	create a basic product/outcome in response to the goal, global context and criteria
5–6	demonstrate adequate thinking skills
	demonstrate adequate communication and social skills.
	The student is able to:
7–8	create a substantial product/outcome in response to the goal, global context and criteria
	demonstrate substantial thinking skills
	demonstrate substantial communication and social skills.
7–8	The student is able to:
	create an excellent product/outcome in response to the goal, global context and criteria
	demonstrate excellent thinking skills
7–8	demonstrate excellent communication and social skills.

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 has not reached a standard described by any of the descriptors given below.
1–2	The student is able to:
	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
3–4	present limited reflection on his or her development as an IB learner through the project.
	The student is able to:
	present a basic evaluation of the quality of the product /outcome against his or her criteria
5–6	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.
	The student is able to:
7–8	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:
	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
7–8	present excellent reflection on his or her development as an IB learner through the project.

Bibliography and acknowledgements for this guide

IB Projects Guide 2014

Further Guidance for MYP projects 2016

Documentation written by Anke Schumacher, Heidelberg International School

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April 2018

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