

FOR MYP
4&5

SECOND EDITION

Personal Project

Skills for Success

Laura England
Angela Stancar Johnson



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4&5

SECOND EDITION

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Introduction

How to use this book

Welcome to the second edition of the *Personal Project for the IB MYP 4&5: Skills for Success*.

This guide will help you navigate your way through the personal project in an efficient and logical way.

Each chapter of the book looks at a different aspect of the project in detail, while exercises are also included to help you check your understanding, and put the guidance into practice.

To ensure you maximize the success of your personal project, this guide:

- includes an opening infographic for each chapter
- builds skills for success through a range of strategies and detailed expert advice
- covers all the IB requirements with clear and concise explanations, such as the assessment criteria and academic honesty
- includes references to the IB learner profile.

Key features of this guide include:

■ ATL skills

- ATL skills covered are highlighted at the start of most chapters and within most activities.

LEARNER PROFILE ATTRIBUTES

Learner profile attributes are also highlighted at the start of chapters 2–8.

EXPERT TIP

These tips appear throughout the book and provide guidance on steps you can take and key things you should consider in order to engage in the project at your best possible ability.

ACTIVITY

Activities appear throughout the book, and provide you with the chance to put the skills and strategies into practice, to help you think about how to best approach your personal project.

Supervisor check-in

Some chapters end with a checklist for your next supervisor meeting.

CHAPTER SUMMARY KEY POINTS

At the end of longer chapters, key knowledge is distilled into a short checklist to help you review everything you have learned over the previous pages.

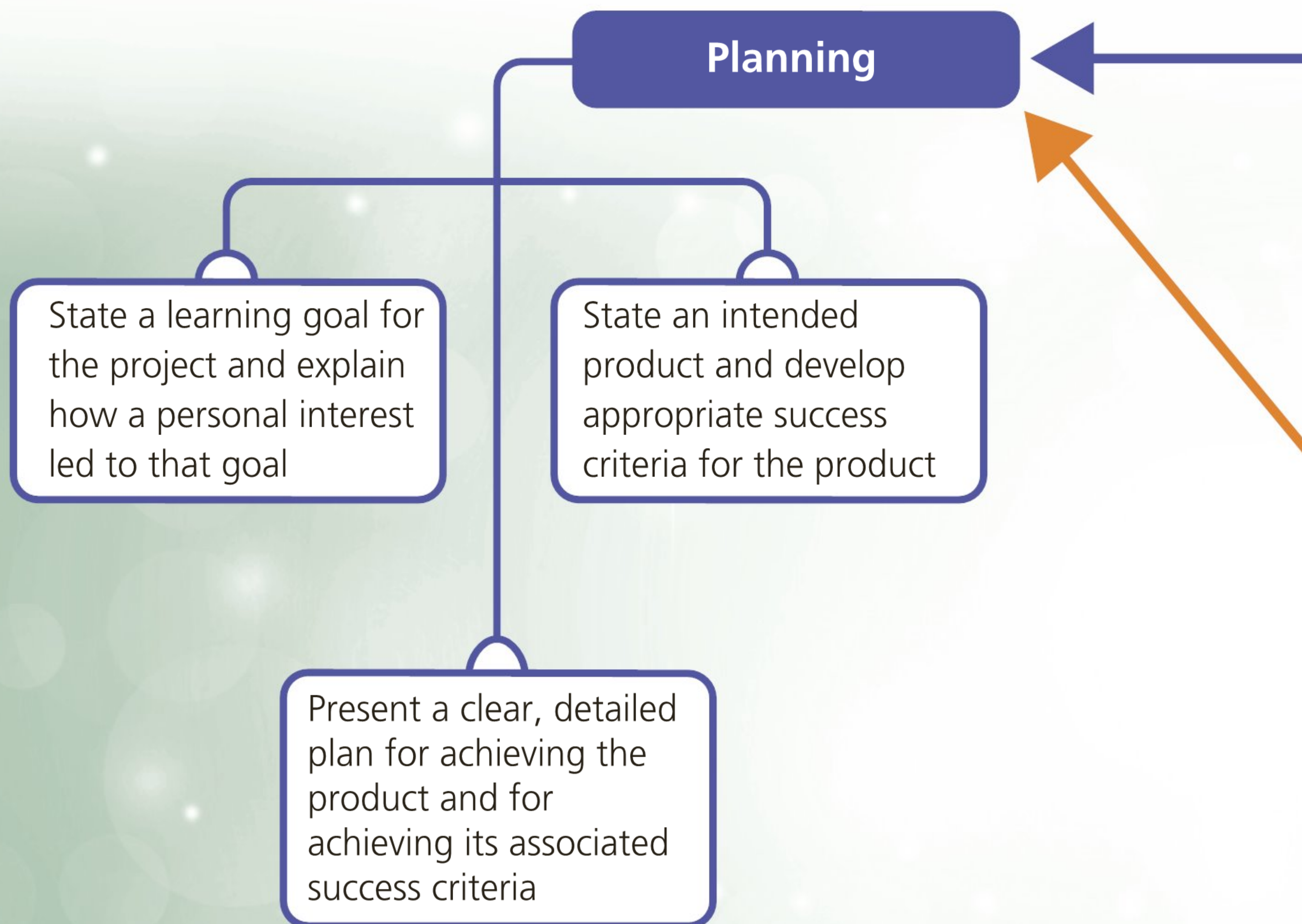
For several activities, printable versions of the tables or templates required are provided online at hoddereducation.com/ib-extras. These can be accessed with a smartphone or tablet by using the QR codes alongside the text, like the one included in the margin here.

**About the authors**

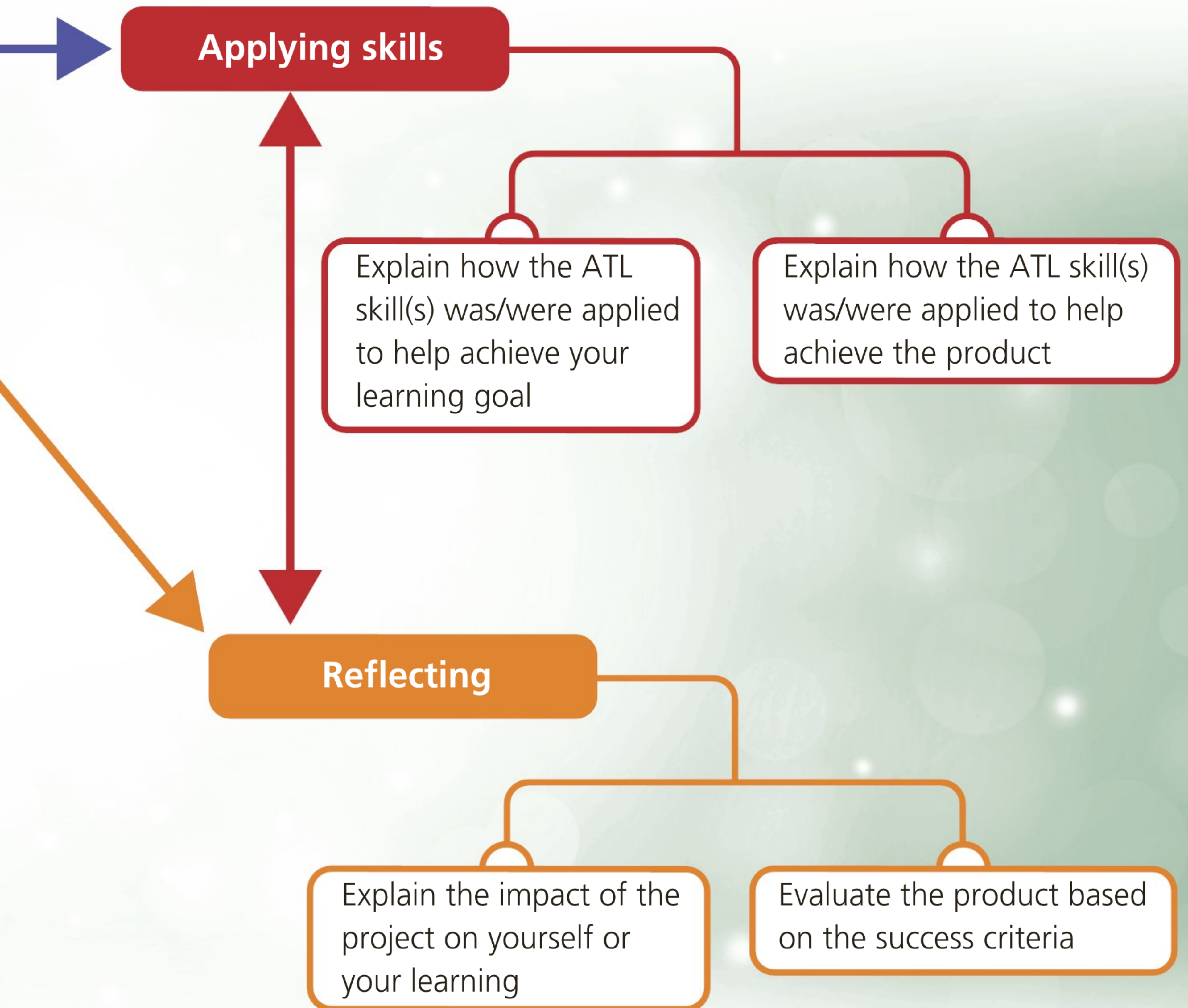
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Understanding the



project objectives



Understanding the project objectives

What is the personal project?

The personal project forms part of the core of the International Baccalaureate (IB) Middle Years Programme (MYP) and is a significant milestone in your journey as an IB learner. It serves as both the culmination of your MYP studies and as a stepping stone towards future academic work, particularly the extended essay in the IB Diploma Programme. As part of the continuum, it is also a progression from the community project, completed by some students in some MYP schools in MYP 3, and the PYP exhibition.

The personal project is a unique opportunity to learn more about a topic that interests you or to learn a new skill (or develop an existing one) while also showcasing the knowledge you have gained and the skills you have developed throughout the MYP. If approached with a positive attitude and mindset, the personal project can be one of the most rewarding experiences of your IB course of study.

The personal project is required of all students in MYP 5; however, in many schools students begin the process in MYP 4.

At its core, the personal project is an inquiry and action project that allows you the freedom to pursue a learning goal and create a truly meaningful product. When approached with curiosity and enthusiasm, the personal project has the potential to be truly transformative to your personal growth as a learner.

EXPERT TIP

It is important to note that the personal project must not be linked to the curriculum or assessment of any of your subjects; however, the work you do in your subjects may support you in the development of your personal project.

The personal project consists of three parts:

- documentation of a process
- a learning goal that leads to a product
- a report.

Through the process of pursuing a learning goal and creating a product, you will explore an area that is personally meaningful, take ownership of your learning in a self-directed inquiry, and transfer and apply skills in pursuit of your identified learning goal and the creation of your chosen product.

The product provides a focus for exploring an interest that is personally meaningful, and a basis for recognizing and evidencing personal growth.

Finally, preparing the report is an opportunity for you to engage in a structured reflection on the process and the product. While the report is the only component that is assessed, the report reflects the process you have engaged in as you have pursued the learning goal and created the product. Each of these parts will be discussed in detail in the chapters that follow.

Personal project aims

Aims are general statements which relate to an overall goal or intended outcome. The personal project aims state what you may expect to experience and learn through the process of inquiry.

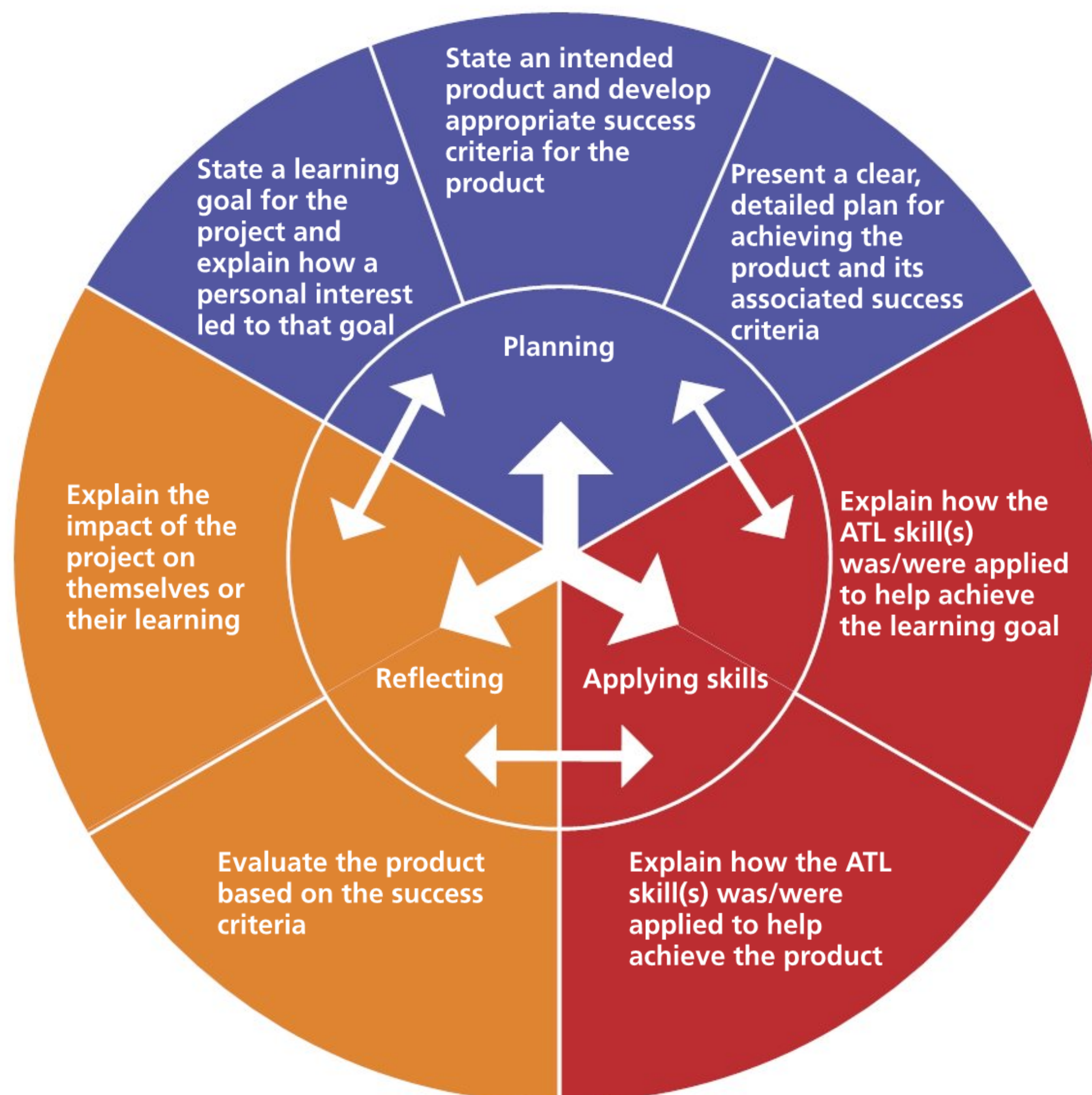
By undertaking a sustained, self-directed inquiry, you will:

- explore an interest that is personally meaningful
- take ownership of your learning by undertaking a self-directed inquiry
- transfer and apply skills in pursuit of a learning goal and the creation of a product
- recognize and evidence personal growth and development.

Personal project objectives

Objectives are specific steps along the journey towards the end goal. The personal project objectives define what you will be able to accomplish as a result of the process you engage in to pursue your learning goal and create your product.

There are three main objectives, each of which align with the assessment criteria: planning, applying skills and reflecting. Each objective is broken down further into two or three separate strands which relate to the overall objective.



Visualizing the project objectives

Something to keep in mind when examining the personal project objectives is that they are interactive. Although you will approach the personal project by planning and then applying skills and reflecting, you will notice that each step relies on the other steps in order to successfully engage in all the objectives. Within each step of the

objectives, you will engage in inquiry, action and reflection. The inquiry process is not linear and there is multiple overlap between each of the objectives.

Understanding the assessment criteria

As mentioned in the last section, the assessment criteria directly align with the personal project objectives. Each criterion is worth a maximum of 8 marks.

The personal project assessment criteria allow you to experience strategic planning for a learning goal and product, applying skills in order to put the plan into action and then reflecting on the process of project management, skill development and growth as an independent and motivated learner. Within each stage of the process of planning, applying skills and reflecting you will continuously engage in the MYP cycle of inquiry, action and reflection.

Criterion A	
<i>Planning (8 marks)</i>	
This is the starting point of your project. You start by planning, but you may end up following the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Criterion A assesses your ability to:	
<ul style="list-style-type: none">i state a learning goal for the project and explain how a personal interest led to that goalii state an intended product and develop appropriate success criteria for the productiii present a clear, detailed plan for achieving the product and for achieving its associated success criteria.	
Achievement level	Level descriptor
0	You do not achieve a standard described by any of the descriptors below.
1–2	You are able to: <ul style="list-style-type: none">i state a learning goalii state your intended productiii present a plan that is superficial or that is not focused on a product.
3–4	You are able to: <ul style="list-style-type: none">i state a learning goal and outline the connection between personal interest(s) and that goalii state your intended product and present basic success criteria for the productiii present a plan for achieving the product and for achieving some of its associated success criteria.
5–6	You are able to: <ul style="list-style-type: none">i state a learning goal and describe the connection between personal interest(s) and that goalii state your intended product and present multiple appropriate success criteria for the productiii present a detailed plan for achieving the product and for achieving most of its associated success criteria.
7–8	You are able to: <ul style="list-style-type: none">i state a learning goal and explain the connection between personal interest(s) and that goalii state your intended product and present multiple appropriate, detailed success criteria for the productiii present a detailed plan for achieving the product and for achieving all of its associated success criteria.

Criterion B	
<p><i>Applying skills (8 marks)</i></p> <p>This step includes how you transfer your planning to your learning goal and achieve your product through the MYP approaches to learning (ATL) skills.</p> <p>Criterion B assesses your ability to:</p> <ul style="list-style-type: none"> i explain how the ATL skill(s) was/were applied to help achieve your learning goal ii explain how the ATL skill(s) was/were applied to help achieve your product. 	
Achievement level	Level descriptor
0	You do not achieve a standard described by any of the descriptors below.
1–2	<p>You are able to:</p> <ul style="list-style-type: none"> i state which ATL skill(s) was/were applied to help achieve your learning goal ii state which ATL skill(s) was/were applied to help achieve your product.
3–4	<p>You are able to:</p> <ul style="list-style-type: none"> i outline which ATL skill(s) was/were applied to help achieve your learning goal, with superficial examples or evidence ii outline which ATL skill(s) was/were applied to help achieve your product, with superficial examples or evidence.
5–6	<p>You are able to:</p> <ul style="list-style-type: none"> i describe how the ATL skill(s) was/were applied to help achieve your learning goal, with reference to examples or evidence ii describe how the ATL skill(s) was/were applied to help achieve your product, with reference to examples or evidence.
7–8	<p>You are able to:</p> <ul style="list-style-type: none"> i explain how the ATL skill(s) was/were applied to help achieve your learning goal, supported with detailed examples or evidence ii explain how the ATL skill(s) was/were applied to help achieve your product, supported with detailed examples or evidence.

Criterion C	
<p><i>Reflecting (8 marks)</i></p> <p>This is the point when you look back over the project and evaluate your development. You will have reflected during the process of the project and you can refer to those earlier reflections here too.</p> <p>Criterion C assesses your ability to:</p> <ul style="list-style-type: none"> i explain the impact of the project on yourself or your learning ii evaluate the product based on the success criteria. 	
Achievement level	Level descriptor
0	You do not achieve a standard described by any of the descriptors below.
1–2	<p>You are able to:</p> <ul style="list-style-type: none"> i state the impact of the project on yourself or your learning ii state whether the product was achieved.
3–4	<p>You are able to:</p> <ul style="list-style-type: none"> i outline the impact of the project on yourself or your learning ii state whether the product was achieved, partially supported with evidence or examples.
5–6	<p>You are able to:</p> <ul style="list-style-type: none"> i describe the impact of the project on yourself or your learning ii evaluate the product based on the success criteria, partially supported with evidence or examples.
7–8	<p>You are able to:</p> <ul style="list-style-type: none"> i explain the impact of the project on yourself or your learning ii evaluate the product based on the success criteria, fully supported with specific evidence or detailed examples.
<p>Your discussion of the impact of your project could include references to:</p> <ul style="list-style-type: none"> • any aspect of having done the project: inquiry, action and/or reflection • progress made towards the learning goal • ways in which you have grown as a learner, such as improvement in the ATL skills or learner profile attributes • ways in which you have grown or changed as a result of the project. 	

Command terms

When you have achieved your learning goal and created your product in response to your learning goal, you will develop your report. The report requires close attention to the command terms in the assessment criteria. The command terms are the verbs that help you as the learner know how to respond to the assessment criteria. For example, when asked to explain the impact of the project on yourself and your learning, you need to give a detailed account using reasons and causes as supporting evidence.

The command terms for the personal project are as follows:

Describe	Give a detailed account or picture of a situation, event, pattern or process.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answers without explanation or calculation.

CHAPTER SUMMARY KEY POINTS

- The personal project is the culminating project of the IB Middle Years Programme. It is a progression from the PYP exhibition and MYP community project and a stepping stone towards the DP extended essay.
- All students in MYP 5 are required to complete a personal project.
- The personal project must not be linked to any subject-specific curriculum or assessment.
- The personal project consists of three parts:
 - the documentation of the process
 - the learning goal that leads to a product
 - the report.
- Your work will be assessed on three criteria, each worth a maximum of 8 marks (like your other MYP subjects), for a total of 24 marks.
- The criteria your work will be assessed on are:
 - Planning
 - Applying skills
 - Reflecting.

Documenting

Evidence of the process needs to be gathered throughout the project to document its development. This evidence should be:



an evolving record of intents, processes and accomplishments



a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised



a record of interactions with sources, for example teachers, supervisors, external contributors



a record of selected, annotated and/or edited research to maintain a bibliography



a collection of useful information, for example quotations, pictures, ideas, photographs

the process



a means of exploring ideas and solutions



a place for evaluating work completed



a reflection on learning



devised by you in a format that suits your needs



a record of reflections and formative feedback received

Documenting the process

■ ATL skills

- Reflection skills
- Organization skills

LEARNER PROFILE ATTRIBUTES

Communicator Reflective

Throughout the personal project, you are required to document and curate the process. This is a way that you can show your ATL skills and also demonstrate academic integrity.

- **Document:** To document means to record something as a means of providing evidence.
- **Curate:** To curate means to select, organize and present your documentation.

As you set about seeking to achieve your learning goal and create your product, think of how you may consistently record the process by selecting, organizing and presenting this process.

Questions to keep in mind are:

- How am I making the progress in achieving my learning goal visible?
- How am I making the process of creating the product visible?
- Are the pieces of evidence I am selecting to document clearly showing how I am achieving my learning goal and creating the product?

As you saw in the previous chapter, the personal project objectives outline specific steps to take in order to complete the personal project.

Planning

- i State a learning goal for the project and explain how a personal interest led to that goal.
- ii State an intended product and develop appropriate success criteria for the product.
- iii Present a clear, detailed plan for achieving the product and for achieving its associated success criteria.

Applying skills

- i Explain how the ATL skill(s) was/were applied to help achieve your learning goal.
- ii Explain how the ATL skill(s) was/were applied to help achieve your product.

Reflecting

- i Explain the impact of the project on yourself or your learning.
- ii Evaluate the product based on the success criteria.

EXPERT TIP

It is very important that you document and curate evidence that clearly demonstrates each of the objectives and their corresponding strands. Use the command terms as your guide for the level of detail and type of response that you document.

Ways of documenting the process

There are many different ways that you can document and curate the personal project process. You may choose to:

- use a process journal to document the development of your personal project. You will be familiar with the practice of documenting the development of a project and can draw on approaches used to document the arts process journal, the design folder or similar workbooks in other subject groups
- use a range of tools, therefore documenting evidence across a variety of platforms as you engage in the process of completing your personal project
- develop your own format and design, or perhaps your school will provide you with a template.

The media you choose to document your personal project process is up to you. It can be written, visual, audio or a combination of these, and it can be digital or otherwise. There is a wide variety of documentation tools at your fingertips that you may choose from:

- **Google Docs™** is a great tool to use for documenting your process and allows you the options for embedding research, images and hyperlinks to sources.
- **Google Slides™** allows you the options for embedding research, images and hyperlinks to sources. Google Slide Deck works effectively with Google Drawings™ so it is easy to embed planning documents you have created in Google Drawings™.
- **Google Currents™** can serve as a feed that documents your progress and allows you to embed other documents as well. You can set up supervisor conferences on Google Currents™ and you and your supervisor or mentors can engage in dialogue through the comments and likes features. Furthermore, you can create polls and invite others to provide feedback through quick surveys and questionnaires.
- If you are more of a tactile learner and like to physically write and draw your process, you may wish to use a **visual arts diary**. This is an effective tool to use especially if you are developing a visual arts-related project.
- Another medium that you may choose is a **lined notebook**. This can provide you with space to document your process and use sticky notes to bookmark and organize the documentation of your process.

- On all smartphones there are **voice recording** apps that you can download and use to document your process. These can be used for recording reflections and you can also use them to record interviews that you may engage in as part of the research process.
- Vlogging is another way that you may choose to document your personal project process. Creating a **YouTube™ channel** and regularly vlogging your progress is an effective means of documenting the process of engaging in the personal project.
- Sites such as **Trello™** and **Padlet™** can also be great platforms for documenting your personal project. These can serve as organizational tools for making the process you engage in visible.

EXPERT TIP

You may use multiple mediums to document your process. Simply make sure the medium you choose complements the type of project you are engaging in. Use your organization skills to collate access to the various sources you will use so your supervisor has access in order to provide you with feedback.

Types of evidence to document

To help you understand just what kind of evidence you can document, the following table provided by the IB outlines what evidence of the process is and what it is not.

Evidence of the process is:	Evidence of the process is not:
<ul style="list-style-type: none">● gathered throughout the project to document its development● an evolving record of intents, processes, accomplishments● a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised● a record of interactions with sources, for example, teachers, supervisors, external contributors● a record of selected, annotated and/ or edited research and to maintain a bibliography● a collection of useful information, for example quotations, pictures, ideas, photographs● a means of exploring ideas and solutions● a place for evaluating work completed● reflection on learning● devised by the student in a format that suits his or her needs● a record of reflections and formative feedback received.	<ul style="list-style-type: none">● collected on a daily basis (unless this is useful for your process and project)● written up after the process has been completed● additional work on top of the project; it is part of and supports the project● a diary with detailed writing about what was done (unless this is useful for your process and project)● a single, static document with only one format (unless this is useful for your process and project).

EXPERT TIP

To record the progress of your personal project means just that – record your progress. Your choice of project documentation (process journal, digital journal, and so on) is an ever-growing and evolving document that makes visible the process of your engagement within the personal project. Continual updates, annotations, reflections, questions, ah-ha moments, frustrations and problem-solving need to be included in your documentation. It is a good idea to have it on hand at all times while you take action and create your product.

The personal project is a creative endeavour. You are making something truly unique and personal. This is worth sharing. Show your process; it deserves to be seen.

Learner profile



Starting points



Planning

■ ATL skills

- Creative-thinking skills
- Critical-thinking skills
- Organization skills
- Reflective skills

LEARNER PROFILE ATTRIBUTES

Inquirer	Risk-taker	Knowledgeable	Balanced
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This chapter will guide you step by step through the planning objective. The chapter begins with making a connection to a personal interest, moving on to formulating a clear learning goal and product, before progressing on to establishing success criteria and an action plan to achieve your learning goal and product.

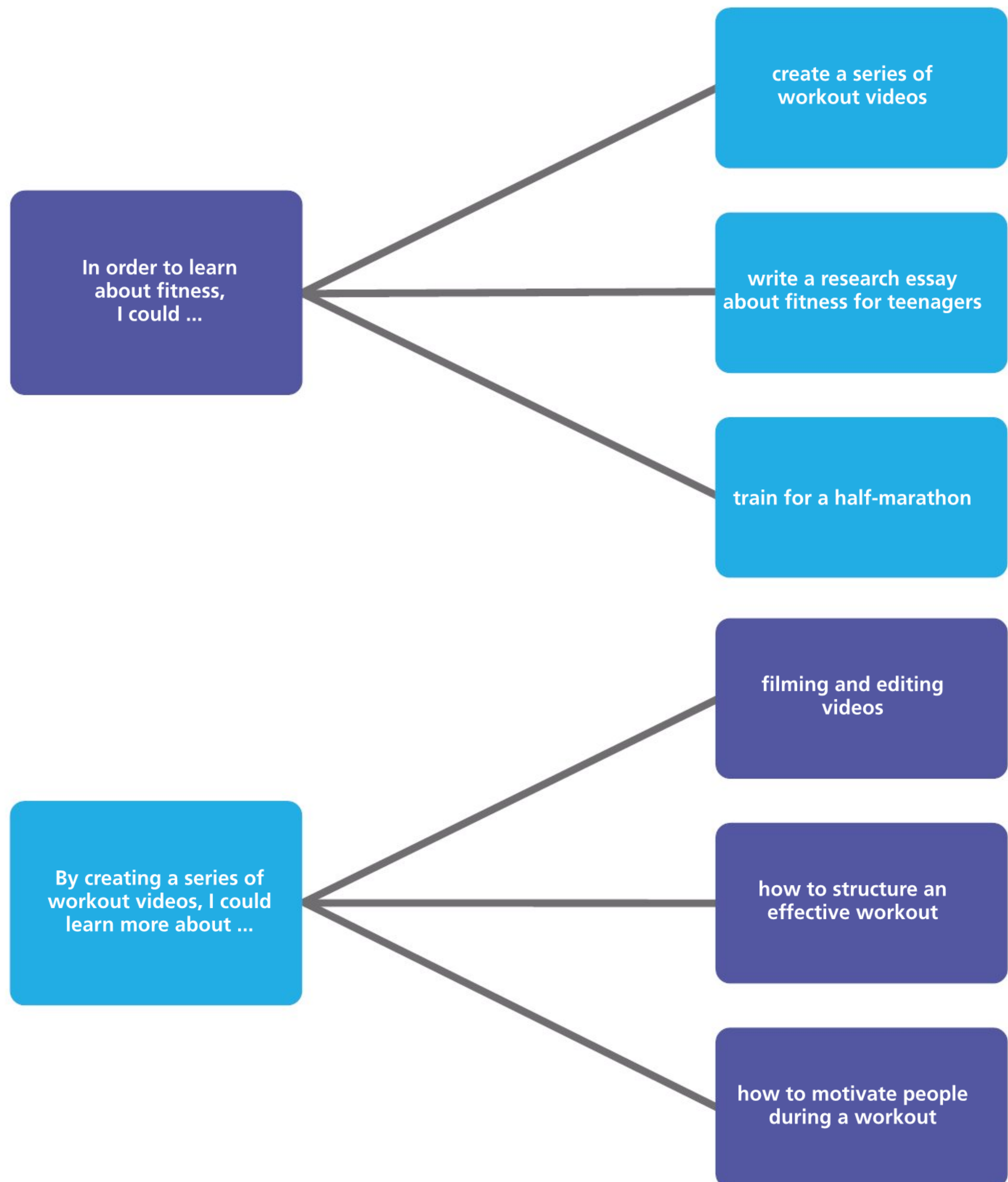
The personal project is a sustained inquiry and action project that can be accomplished in a 25-hour time frame. In order for you to get the most out of your personal project experience, ensure that your learning goal is connected to a personal interest and you are truly motivated to engage in this project.

Product and learning goal

The personal project can be started through one of the following two access points:

- Product – what you want to create
- Learning goal – what you want to learn

The product and the learning goal go hand-in-hand as you need to have a clear learning goal in order to create your product, and as a result of creating a product you will pursue learning goals. However, the starting point of how you arrive at your product and learning goal can vary. You may start with a product in mind and need to determine what the learning goal of this product is. You may start with a learning goal in mind and then determine what your product will be as a result of this learning goal. The following diagram will help you visualize how the learning goal and product are interrelated.



The personal project is an aptly named project; it is very personal in nature. Therefore, the starting point for the personal project will vary from person to person. You may already have a clear idea for your learning goal and product, you may have a clear idea of only the product or only the learning goal, or you may be uncertain of both. Whichever stage you find yourself in at the beginning of the project, you will need to ensure your personal project is based on a personal interest.

If you are uncertain about what you want to pursue for your learning goal and product, a great way to kickstart this project is through ideation. Ideation is the creative process involved in generating ideas. Using the mind map method of ideation, generate ideas for possible projects based on your personal interest.

ACTIVITY: MIND MAP

■ ATL skills

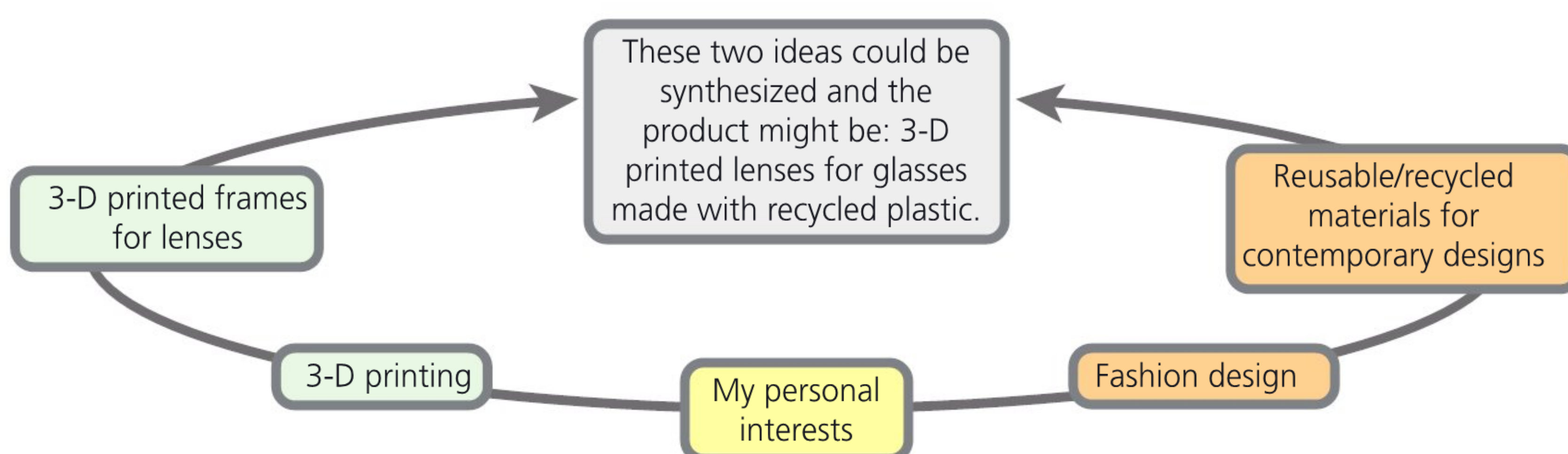
- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries.

Using either a blank sheet of paper or a digital platform such as Google Jamboard™, place in the centre of the page the following phrase: 'My personal interests'. You may also like to use the phrase: 'What motivates me'. Around the outside, jot down your personal interests that you wish to pursue. Add branches that connect to the personal interest you wish to pursue with ideas for possible learning goals and products. If you find connections between possible products and learning

goals, consider how you might synthesize these into a truly unique product or learning goal.

If you need further prompting to guide your thinking about a possible learning goal and product, ask yourself the following questions:

- What do I like to do in my spare time?
- What are some of my hobbies and interests?
- What are some of the things I do really well?
- What are some of the things that I would like to improve?
- What are some of the possible career pathways that interest me?
- What can I see myself committing to for the next couple of months without losing interest?



Using the ideas you have generated through your mind map, you can arrive at a clear learning goal and product for your personal project. As mentioned above, each project is unique as it is a personal project. Make sure you take time to ideate and develop a clear idea of just what you wish to pursue for your learning goal and product.

■ Global contexts

Another way in which you may ideate possible personal project learning goals and products is through the MYP global contexts. By now, you will be very familiar with the MYP global contexts as they have provided the connection between what you learn in the classroom to the world beyond. **Although not a required part of the personal project**, you may choose to frame your learning goal and product within a global context to give your project a lens through which you will view and approach your learning goal and product. The global contexts can provide a starting point for your personal project.

Think–Pair–Share

■ ATL skills

- Communication skills: Negotiate ideas and knowledge with peers and teachers.
- Critical-thinking skills: Consider ideas from multiple perspectives.

Read the information provided in the table below. In pairs, think of some examples of personal projects you might like to explore for each of the global contexts. You need to think about what your learning goal and product might be too.

- What learning goal or product will help you learn about this global context?
- What areas of exploration within the global context interest you the most and as a result of this personal interest, what learning goal or product might you pursue?

Global context	Types of learning goals	Types of products as a result of the learning goal
Identities and relationships Explores: <ul style="list-style-type: none"> 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 	Learning goal: What are the two sides of social networking – the architects and the users – and how does each side impact the other?	Product: An awareness campaign about digital citizenship, digital footprints and our role in creating personal algorithms, and cyber bullying.
	Learning goal: How do online identities impact offline relationships?	Product: A research essay that responds to the learning goal question.
	Learning goal: An exploration into how families preserve culinary traditions throughout the generations.	Product: A video series following family recipes with historical relevance.
	Learning goal: Through gathering primary evidence, analyse the effect of mass media on teenage identity.	Product: A documentary that shows the impact of mass media on teenage identity.
Orientation in space and time Explores: <ul style="list-style-type: none"> personal histories homes and journeys turning points in humankind discoveries explorations and migrations of humankind relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives 	Learning goal: Research the Euclidean space perspective of the universe.	Product: Create a 3-D model that shows the Euclidean space perspective of the universe.
	Learning goal: Explore migration patterns of those in search of a new world.	Product: Create a visual representation of immigration over the ages.
	Learning goal: Research my family history through archives.	Product: Create a representational statue that shows the history of my family.



Global context	Types of learning goals	Types of products as a result of the learning goal
Personal and cultural expression Explores: <ul style="list-style-type: none"> 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 	Learning goal: How do video games serve as a form of cultural expression?	Product: A short film using five video games that shows how they may be an expression of culture.
	Learning goal: Research how the art of Manga is influenced by Japanese history and culture.	Product: A Japanese anime that shows how Manga has been influenced by Japanese history and culture.
	Learning goal: How can I bring my community together through dance?	Product: Host a performance that reflects the diverse interests in my community at the local community theatre.
Scientific and technical innovation Explores: <ul style="list-style-type: none"> the natural world and its laws interaction between people and the natural world how humans use their understanding of scientific and technological advances on communities and environments the impact of environments on human activity how humans adapt environments to their needs 	Learning goal: Research how nanofibers can build stronger bicycles.	Product: A prototype bike built with nanofibers and tested for durability.
	Learning goal: What's the matter with antimatter?	Product: Present an informational talk that communicates my research on antimatter.
	Learning goal: Research the importance of genetics and genomics to my personal health.	Product: A podcast episode that communicates my research in an engaging manner.
	Learning goal: Can stem cells replace organ transplants?	Product: A vlog that shows my findings on the research surrounding stem cells replacing organ transplants.
Globalization and sustainability Explores: <ul style="list-style-type: none"> 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 	Learning goal: Research the struggle for access to clean water in developing countries.	Product: An awareness campaign that shows the barriers developing countries face in accessing clean water.
	Learning goal: Research the impact of the financial crises of Europe and the European economic community on South East Asia.	Product: A comprehensive infographic that shows the impact of the European financial crisis on South East Asia.
	Learning goal: What is the role of education in transforming the future of Peru?	Product: An interactive workshop that shows the role of education as a tool for change.
	Learning goal: Research how we can best support communities seeking to protect the tropical rainforest.	Product: A presentation that highlights the work underway by lesser-known communities and tips for how our community can offer support.
Fairness and development Explores: <ul style="list-style-type: none"> 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 	Learning goal: Explore how our school can best support fair trade businesses.	Product: An awareness campaign for our school cafeteria on ways that we can support fair trade.
	Learning goal: What is the role of open market economies in fair trade?	Product: Write and present a TED Talk on the role of open market economies in fair trade.
	Learning goal: Explore the intersections of race and inequality.	Product: Create a vlog that shows the intersections of race and inequality.
	Learning goal: How can I communicate the right of asylum seekers to live in peace and security within the borders of our country?	Product: A painting that shows the courage of asylum seekers and their hope for a peaceful life.

From this point onwards in this chapter, it is assumed that you have engaged in ideation and you have an idea of what you wish to achieve for your learning goal and product. Take your time to ideate and collaborate with others to help you form clear ideas for your learning goal and product.

EXPERT TIP

Your personal project supervisor can be a great person to collaborate with. You may perhaps set up a meeting with your supervisor and ask them to coach you through the ideation process. This will not only help you arrive at a clear learning goal and product, it can also be the way in which your supervisor is involved in the goal setting of your personal project.

When setting out to accomplish any goal, academic or otherwise, it is a good idea to clearly have in mind the purpose of the goal. If you have a clear purpose and reason for seeking to accomplish a goal, when obstacles and challenges arise that need to be overcome, you will have a clearly defined purpose to motivate you to persevere and overcome these barriers.

ACTIVITY: GOLDEN CIRCLES

■ ATL skills

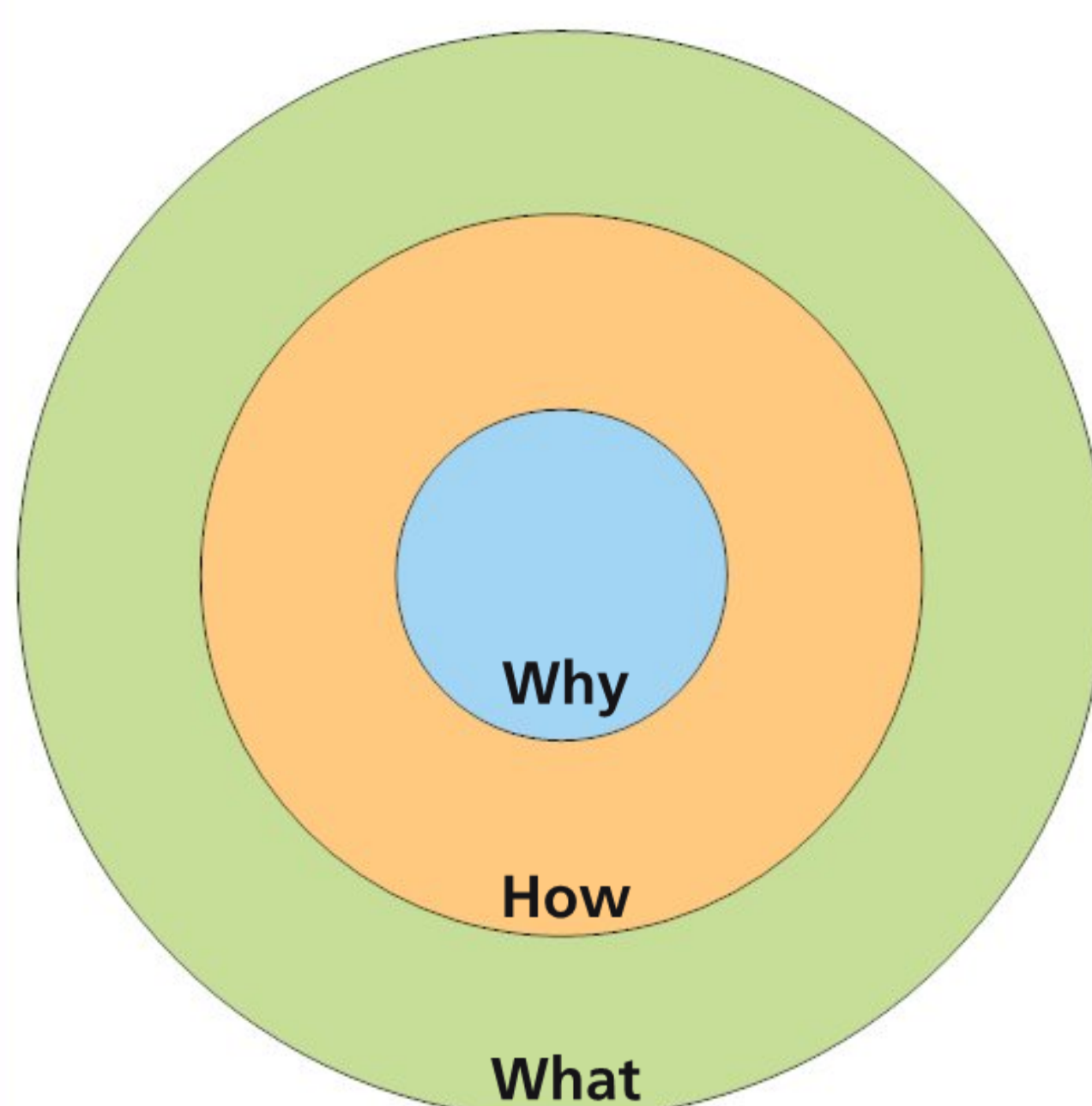
- Organization skills: Set goals that are challenging and realistic; plan strategies and take action to achieve personal and academic goals.
- Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible.

Using motivational speaker and author Simon Sinek's Golden Circles model as a scaffold for your thinking, consider the purpose of your learning goal and product.

You can watch a video of Sinek talking about the Golden Circles model by using the QR code.

Why?

Begin at the centre of the three circles and explain WHY the learning goal and product you have in mind is personally interesting to you.



Simon Sinek's Golden Circles model

- Is the learning goal and product perhaps connected to a global context that you find particularly compelling?
- Is the learning goal and product a service or action experience that you would like to build on?
- Is the learning goal and product inspired by a unit of inquiry that you would like to explore further?
- Is the learning goal and product something of interest to you that you would like to learn more about?

How?

In the second circle consider the HOW of the learning goal and product. In this circle consider how you might achieve this goal.

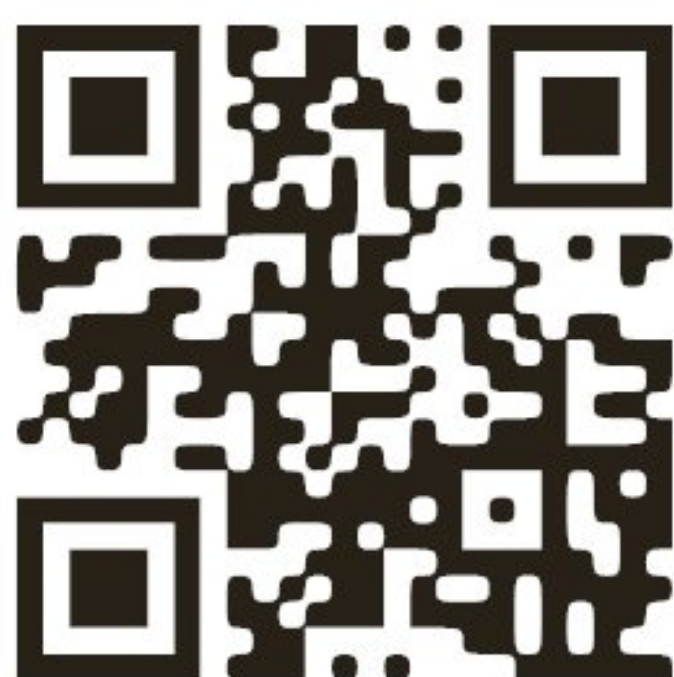
You can consider the following:

- Time frame – Is this goal achievable in the 25 hours allotted to the personal project?
- Resources – Do you have access to the resources you need to achieve this learning goal and create the product?
- Motivation – Do you have the motivation to persevere with this learning goal and see it through to the end by spending the time and energy to create your product?
- Impact – What impact do you wish to have on yourself and your learning?

What?

Finally, we are going to move to the outer circle. This is where your WHY and HOW can become very specific through the WHAT of your personal project. Synthesizing the ideas you have selected in the centre WHY circle with the HOW considerations in the second circle, WHAT do you specifically wish to create? WHAT do you want to learn?

By going through the thinking process of WHY to HOW to WHAT, you will hopefully have a firm idea of what you wish to accomplish for your personal project learning goal and product. Hopefully by going through this thinking process, you have reassessed your learning goal and product to ensure that it motivates you and is sustainable for the duration of the personal project.



Should you wish to take a different approach to clarifying your chosen learning goal and product, you could create a SOAR chart to ensure the learning goal and product you have decided to pursue is both effective and sustainable. A SOAR chart provides a scaffold for considering the strengths of an idea, the opportunities the idea provides, personal aspirations this idea will help you fulfil, and finally, results that you wish to achieve.

ACTIVITY: SOAR CHART

■ ATL skills

■ Organization skills: Set goals that are challenging and realistic; plan strategies and take action to achieve personal and academic goals.

■ Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible.

Using the following scaffold, respond to the guiding questions to test the effectiveness and sustainability of your learning goal and product.

Strengths <ul style="list-style-type: none">● What are the strengths of the personal project learning goal and product you have in mind?	Opportunities <ul style="list-style-type: none">● What opportunities may unfold as a result of pursuing this personal project learning goal and product?
Aspirations <ul style="list-style-type: none">● What personal aspirations might you achieve from selecting this personal project learning goal and product?	Results <ul style="list-style-type: none">● What final results do you want to achieve?● What impact would you like this personal project learning goal and product to have?

Now that you have established a clear, meaningful and sustainable personal project learning goal and product, the remainder of this chapter looks at the three criteria of the planning part of the personal project cycle. Through planning, you will take your learning goal and product based on personal interest, and transform it into an action plan for the process of achieving your learning goal and product.

State a learning goal for the project and explain how a personal interest led to that goal

Your challenge is to state a learning goal and explain the connection between personal interest and the goal. Reflecting on your mind map, the WHY of your Golden Circles or the results of your SOAR can provide you with a clear idea of how you can clearly explain the connection between your goal and personal interest.

ACTIVITY: PROFILE OF A GOAL

■ ATL skills

- Critical-thinking skills: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding.

Using the scaffold below, create a profile of a learning goal.

Learning goal:

Prior learning	<ul style="list-style-type: none">● What learning experience at school has inspired this learning goal?● What club membership or hobbies have inspired this learning goal?● What home learning as a result of personal interest has inspired this learning goal?
Personal interest	<ul style="list-style-type: none">● How are you personally interested in this learning goal? Be specific and provide examples such as screenshots and reflections of previous work similar to this product or learning goal.● Is there perhaps a sustainable development goal that you are particularly passionate about and wish to explore?
Mentors and inspiration	<ul style="list-style-type: none">● Who has been an inspiration for you seeking to achieve your learning goal?● Have you had any mentors who have supported you in seeking to pursue this learning goal?
Hopes beyond	<ul style="list-style-type: none">● What hopes for further development do you have for this learning goal?● How might you wish to apply your new skills beyond the personal project?● How might your learning goal impact our global focus on achieving the sustainable development goals?

State your intended product and create detailed success criteria for the product

In order to set your personal project goal in motion, it is important to have detailed success criteria for just how you will create your product.

If you started the personal project with the learning goal, hopefully through some research and exploration you have arrived at a concise idea of your intended product. From this point onwards, the information in this book assumes that you have decided on your intended product in response to your learning goal.

■ Product specifications

Before you create your success criteria, you need to begin with a clear idea of the specific requirements for your product. Specific requirements are referred to as specifications. When you have a clear idea of the specific requirements for your product, you can then transfer the requirements to detailed success criteria.

When developing your specifications, ask yourself the following questions:

- How will I know when I have achieved my goal?
- How can I judge the quality of my product?
- How will I know that I have effectively created my product?
- How will I know when I have successfully transferred the knowledge and skills I have acquired through research and collaboration to my product?

EXPERT TIP

Think ahead to the end of your personal project process. What sort of quality do you want to present? Use this mental image to guide how you create your specifications so you can visualize just what each specification will lead to.

When developing your specifications, you can consider the following options:

Message	Does your product need to convey a particular message? How will you know when you have effectively delivered this message? What impact do you want your product to have?
Function	What must your product do? What is the purpose of your product?
Target audience	Who is your product for? What is the target user’s age, gender, socio-economic background?
Language	What language needs do you need to consider when making your product?
Aesthetics	Consider, for example: <ul style="list-style-type: none">● appearance● size● style● colour● shape/form● texture● pattern● layout.
Environmental considerations	Where will your product be used? How will the design directly or indirectly impact the environment?
Cost	Is there a maximum cost? Do you need to keep this within a budget?
Cultural considerations	What cultural considerations might you need to consider in order to be respectful of cultural differences?
Materials	What materials are available? What properties will the materials have?
Resources	What resources are available? Are there limitations as to how the product can be created?
Practicalities	Are there any specific size requirements or restrictions that need to be considered? What spatial factors need to be considered?

This is just an idea of some of the types of considerations you can make for your product. By all means think bigger and beyond these to the unique qualities of your product.

■ Qualitative and quantifiable

When developing success criteria, it is important to consider the distinction between **quantifiable** and **qualitative** evaluation methods. When you have put your goal into action and created your product, you will be given the opportunity through reflection to evaluate the quality of your product by measuring the success of your project. Thinking in terms of quantifiable methods of evaluation and qualitative methods of evaluation you will be assured that you are thoroughly considering the multiple possibilities of just what a successful product is.

Quantifiable evaluation methods focus on what can be measured through the use of facts, raw data and what is tangibly obvious in your product. Some examples of quantifiable data evaluation methods embedded within your product could be the size, length, width and depth, types of resources used and the quantity of your product.

Qualitative evaluation methods focus on what is not easily measured by numbers. Qualitative evaluation methods are what is not necessarily tangibly obvious in your product. Some examples of qualitative evaluation methods embedded within your product could be the message, how it is designed specifically for a target audience or context, and how the product is designed to make others feel.

■ Analysing existing products

Within each iteration of the MYP design cycle, you will have analysed existing products to help you create a purposeful digital design or product. In order to create rigorous success criteria for your product, it is a good idea to analyse existing products similar to your product goal.

There are multiple ways to analyse existing products; you may be familiar with several approaches as a result of multiple iterations of the design cycle. The following two activities are designed to help you analyse two different types of product. The first activity (Product disassemble) is connected to a tangible product, such as a game controller or skateboard, and the second activity (SWOT analysis) provides you with the skills to analyse an intangible product, such as a website or podcast episode.

ACTIVITY: PRODUCT DISASSEMBLE

■ ATL skills

- Critical-thinking skills: Practise observing carefully in order to recognize problems; analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding.

Find a product similar to the one that you are creating. Ideally this will be a used product that you are comfortable pulling apart.

Disassemble the product and identify how each of the parts interact in order to create the final product. By disassembling a product, you will have an intimate look at how a similar product has been constructed and the minutiae parts necessary to build the product.

As you disassemble and then reassemble the product, take notes on how you might transfer elements of the construction of this product to your own product.

ACTIVITY: SWOT ANALYSIS

■ ATL skills

- Critical-thinking skills: Identify obstacles and challenges; draw reasonable conclusions and generalizations.

A SWOT analysis provides you with a scaffold for analysing the strengths, weaknesses, opportunities and threats of an intangible product. Find a product similar to the one you plan to create. Using the scaffold and guiding questions below, analyse the product. Examples have been provided using the product idea of a website.

Strengths

- What are the strengths of this product?
- How might you transfer the strengths to your own product?

For example:

The website is intuitive and visitors can easily navigate to sub-pages from the homepage.

Weaknesses

- What are the weaknesses of this product?
- How might you avoid the same weakness in your product?

For example:

The colour scheme does not have a calming effect on visitors and is therefore not necessarily inviting; so, in order to make my website more engaging I need to choose a colour scheme that is both inviting and calming.

Opportunities

- What opportunities does this product provide?
- How might you create similar opportunities for your product?

For example:

An interactive component that allows visitors to your website to more thoroughly engage with your product.

Threats

- What are the threats to this product being as impactful as possible?
- How might you avoid these threats in your own product?

For example:

The language used is fairly complex and may be difficult for some visitors to understand easily; therefore, I will make sure I use only accessible language.

■ Developing success criteria

Key to personal project success is developing thorough and well-considered success criteria for your product. The success criteria you develop will provide a standard to ensure your product is of the highest possible quality. The success criteria will also provide a tool for constant self-assessment and evaluation of the quality of your product.

Success criteria are an important part of any project, especially a project that is to be sustained over an extended period of time and requires the application of new skills and knowledge.

Success criteria are simply a detailed account of what you aspire to achieve and create for your personal project product. There are multiple ways to create success criteria; your challenge is to choose the approach that best suits your product needs.

Possible approaches to developing success criteria include:

- Product success rubric
- Pathways to success
- Checklist
- Single-point rubric.

The following section of this chapter looks at each of these approaches, and includes activities and examples to help you select the most appropriate method for your project.

■ Product success rubric

When you have your list of specifications outlined you need to transfer each specification in to a criteria for success. You will need to think deeply about what each specification will look like at varying degrees of success.

ACTIVITY: PRODUCT SUCCESS RUBRIC

■ ATL skills

- Organization skills: Plan short- and long-term assignments; meet deadlines; set goals that are challenging and realistic; plan strategies and take action to achieve personal and academic goals.
- Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible.

Draw up the following product success rubric layout. The amount of specifications and descriptor levels is up to you. Keep in mind that you want your criteria to be detailed. Make sure you demonstrate how well-considered and thoroughly thought through each specification is for your product.

A printable version of the table can be accessed using the QR code.



Think deeply about the quality of your product at each level: fully meets expectations, mostly meets expectations, partially meets expectations and begins to meet expectations.

	Specification 1	Specification 2	Specification 3	Specification 4
Fully meets expectations				
Mostly meets expectations				
Partially meets expectations				
Begins to meet expectations				

Ask yourself the following questions:

Fully meets expectations	If my product fully meets expectations, what exactly will I have achieved? What will the qualities of my product be as described in my specifications? How will I have possibly exceeded my own expectations?
Mostly meets expectations	If my product mostly meets expectations, what exactly will I have achieved? What will the substantial qualities of my product be as described in my specifications? What is lacking from my product that means it doesn't fully meet expectations?
Partially meets expectations	If my product partially meets expectations, what exactly will I have achieved? What will the adequate qualities of my product be as described in my specifications? What is lacking from my product that means it doesn't mostly meet expectations?
Begins to meet expectations	If my product begins to meet expectations, what exactly will I have achieved? What could go wrong that would cause my product to begin to meet expectations? What is lacking from my product that means it doesn't partially meet expectations?

Explain clearly just what you will be looking for in each of these levels, because when you reach the reflecting criteria of the personal project journey you will need to measure the success of your project by self-assessing your product against the success criteria that you have created and you will need to justify each decision.

■ Example of product success rubric

For example, if you are creating a comic book, perhaps within the global context of identities and relationships, that reveals to your audience that ordinary people can demonstrate superhero qualities through selfless acts of service to others, two of your specifications and criteria might read:

Specification 1 (Quantifiable): The comic book is 24 pages long with each page organized with a different approach to panel layout.

Specification 2 (Qualitative): Readers are inspired to think of how they can demonstrate the qualities of a superhero using readily available ordinary resources in their everyday roles.

These specifications can then be transferred to criteria for success at varying levels of success, clearly explaining what the quality of your product will be at each level of success.

	Specification 1: The comic book is 24 pages long with each page organized with a different approach to panel layout.	Specification 2: Readers are inspired to think of how they can demonstrate the qualities of a superhero using readily available ordinary resources in their everyday roles.
7–8 Fully meets expectations	The comic book is 24 pages long with each page organized with a different approach to panel layout. The panel layout is diverse throughout the entire comic book and this is a feature that stands out to the reader.	Readers were inspired by the story to think of how their everyday roles 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.
5–6 Mostly meets expectations	The comic book is 18–23 pages long with most of the pages organized with a different approach to panel layout.	Readers were mostly inspired by the story to think of how their everyday roles 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. However, how ordinary people could use ordinary things to have superhero-like effects in the comic were unrealistic, thus limiting their inspiration.
3–4 Partially meets expectations	The comic book is 14–17 pages long with half of the pages organized with a different approach to panel layout.	Readers were somewhat inspired by the story to think of how their everyday roles and resources can be used to demonstrate the qualities of a superhero, although they struggled to explain how they might do this in a hypothetical situation, let alone a real-life situation. How ordinary people could use ordinary things to have superhero-like effects in the comic were unrealistic, thus limiting their inspiration.
1–2 Begins to meet expectations	The comic book is less than 14 pages long with the majority of the pages organized with the same panel layout.	Readers were unfortunately not inspired by the story to think of how their everyday roles and resources can be used to demonstrate the qualities of a superhero, as they struggled to explain how they might do this in a hypothetical situation, let alone a real-life situation. How ordinary people could use ordinary things to have superhero-like effects in the comic were unrealistic, thus limiting their inspiration and ability to be inspired within a real-life scenario.

These specifications have focused on the layout and message of the comic book; there will need to be specifications that address the aesthetics, resources, language, and so on. As you can see, this approach to developing criteria not only plans for product success, but can also plan for collaboration and social skills as you may choose to use this criteria in a survey in order to gather meaningful feedback.

Each project is unique, so develop success criteria that are unique to your product goal, and criteria that fit the purpose and intent of your goal.

■ Pathways to success

Pathways to success allows you to visualize and think deeply about the various pathways that will lead to you engaging successfully in the process of creating your product.

ACTIVITY: PATHWAYS TO SUCCESS

■ ATL skills

■ Critical-thinking skills: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding; identify obstacles and challenges; identify trends and forecast possibilities.

■ Collaboration skills: Take responsibility for one’s own actions; practise empathy.

■ Organization skills: Set challenging and achievable goals.

To develop your pathways to success, you need to think deeply about the levels of success against the specific aspects of your product. Draw the following pathways to success layout.

The diagram illustrates the 'Pathways to Success' concept. At the top, a yellow sun-like shape is labeled 'Product'. Below it, three wavy, vertical pathways lead from four specifications at the bottom to the product goal. The pathways are color-coded: orange for the top level of success, green for the middle level, and light green for the bottom level. The specifications at the bottom are labeled 'Specification 1', 'Specification 2', 'Specification 3', and 'Specification 4'. The text on the left side of the pathways describes the levels of success: 'I have successfully created an excellent product and achieved the best possible outcome' (top), 'I have nearly created a quality product; however, this was not created to the best possible outcome' (middle), and 'I have started to create a quality product; however, there are significant problems and I need to take specific steps to improve' (bottom).

Remember, you can add as many pathways as necessary in order to develop detailed success criteria.

At the start of your journey to creating your product, consider what just starting to create a quality product will look like. Then consider what nearly achieving your goal will look like, and finally, what an excellent product will look like.

Here are some questions for consideration when thinking deeply about the specifications you will need to make when developing detailed pathways to success.

I have successfully created an excellent product and achieved the best possible outcome.	<ul style="list-style-type: none">● What is the best possible outcome for each specification and how will you know when you have achieved this outcome?● What does each specification look like at an excellent level?
I have nearly created a quality product; however, this was not created to the best possible outcome.	<ul style="list-style-type: none">● What still needs to be addressed in order for the best possible outcome for each specification?● What does each specification look like when you have nearly achieved your goal?● What will you need to reflect on in order to ensure you can go the next step to ensure your product is excellent?
I have started to create the product; however, there are significant problems and I need to take specific steps to improve it.	<ul style="list-style-type: none">● What still needs to be addressed in order for the product to meet the basic requirements for each specification?● What does starting to create the product look like?● What will you need to re-evaluate in order to ensure that you can create a quality product?

■ Checklist

Another option for developing detailed success criteria for your product could be in the form of checklists that you can logically structure in order for your project to be successful. Something to continuously consider; the criteria for product success needs to be rigorous, that is, well-considered and thoroughly thought through.

ACTIVITY: CHECKLIST

■ ATL skills

- Critical-thinking skills: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding; identify obstacles and challenges; forecast possibilities.
- Reflection skills: Consider personal learning strategies – what can I do to become a more efficient and effective learner?; demonstrate flexibility in the selection and use of learning strategies.

To create a checklist, you will need to apply your logical thinking skills and map each part carefully in order to plan for project success. You can begin with a

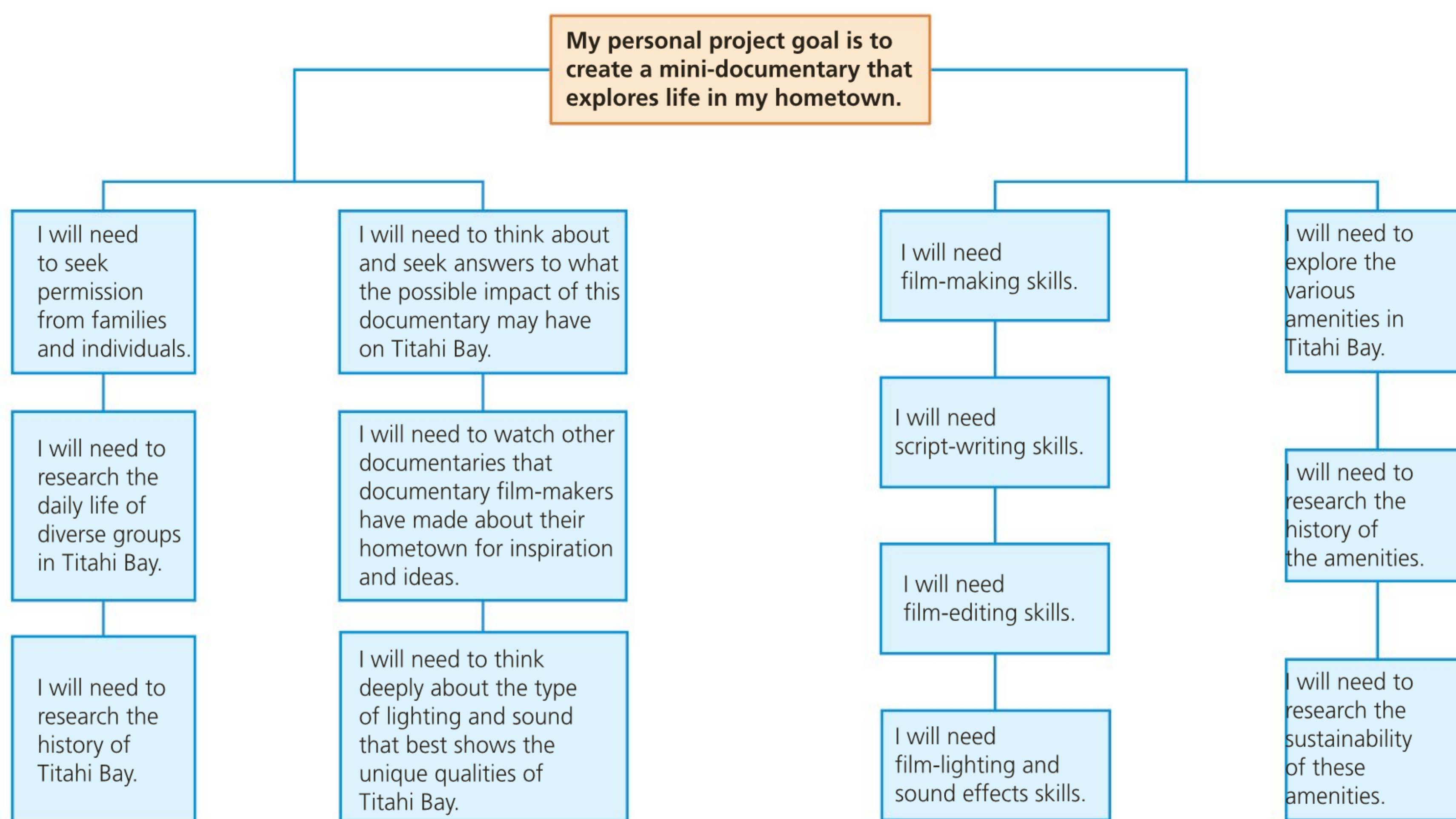
mind map to help organize your thinking process. Use this as a tool to begin to think about the qualities and requirements of your product.

After mind-mapping your ideas, you can logically structure these into the ‘must haves’ for your product to be successful.

Then, to ensure that your checklist demonstrates rigour – that is it is well-considered and thoroughly thought through – you can add descriptions to your checklist.

As you progress in applying ATL skills to create your product and achieve your learning goal, tick off the items as you fulfil them. As obstacles arise, you may need to readjust your checklist, and explain how you have solved problems and overcome obstacles.

■ Example of a mind map and checklist



The mind map above can be converted into the list of must haves below:

- impact brainstorm
- research
- script-writing
- film-making skill acquisition
- interviews
- post-production skill acquisition.

Each of these requirements can be fleshed out to include more detail and descriptions, as shown in the checklist below.

■ 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 towns and take notes on my observations of the lighting and sound they have used to best reflect daily life in their hometown.
- ☐ Create a SOAR chart that analyzes 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 of people who live in Titahi Bay and brainstorm the qualities and characteristics of these diverse groups.
- ☐ Create Venn diagrams that show the differences and similarities between these five groups.
- ☐ Gather all the similarities between these diverse groups and use these as the main theme that runs through my documentary.

■ Script-writing

- ☐ Using my script-writing skills that I have learnt in Language and Literature and Language Acquisition, begin to create scripts for the types of questions that I will ask each of the five groups for my documentary.
- ☐ Share my scripts with my supervisor and Language and Literature teacher for feedback.

■ Film-making skill acquisition

- ☐ Building on from the film-making skills I have acquired in Arts – Media I need to work through Stages 3–5 of the online tutorials for Adobe® Premiere®.
- ☐ Sign up for and begin to attend the lunchtime Film-making Club.

■ Interviews

- ☐ Collaborate with the subjects for my documentary and book appropriate times to meet with them.
- ☐ Conduct the interviews and film each of these for my documentary using the camera angles and film techniques I have learnt in the Adobe® Premiere® online tutorials and at Film-making Club.

■ Post-production skill acquisition

- ☐ Edit the footage I have gathered.
- ☐ Layer the music and sound effects that I have chosen at the beginning of my documentary film-making journey.
- ☐ Create cover art and upload to Vimeo®.

■ Single-point rubric

If you are a learner who likes to collaborate with others and to receive continual feedback, perhaps from a family member, friend, mentor, supervisor or a member of the client/target audience of your project, you can create success criteria in the form of a single-point rubric.

ACTIVITY: SINGLE-POINT RUBRIC

■ ATL skills

- Critical-thinking skills: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding; identify obstacles and challenges; forecast possibilities.
- Collaboration skills: Take responsibility for one’s own actions; give and receive meaningful feedback.

A single-point rubric only includes criteria for success at the highest level. The goal of the single-point rubric is to provide a structure for self-assessment, peer-assessment, mentor-assessment or supervisor-

assessment to give targeted feedback on areas that need working on and also ways that you have exceeded your own criteria.

Create a table similar to the example below. As you create your product, choose strategic points throughout the creation process to seek feedback from family, friends, mentors, your supervisor or any other person or group of people who can offer you constructive and targeted feedback. Giving and receiving meaningful feedback is an important part of successfully engaging in the personal project.

The benefit of the single-point rubric for your planning is that you are not only planning for product success, but also strategically planning for collaboration with others in order to receive meaningful feedback.

■ Example of single-point rubric

For example, if you are writing a short story that highlights the impact of bullying via social media, your single-point rubric could look like this:

Needs improvement	Success criteria	Above and beyond
	Structure The opening paragraph of my short story grabs the reader’s attention and establishes the context of the story. The story follows a logical plot sequence that includes some kind of rising action, climax, falling action and resolution. The closing paragraph links back to the opening and uses the unresolved style, leaving my readers to think about the impact of bullying via social media.	
	Message The story contains enough exposition about the characters, setting and context so that no important questions are left unanswered. The story clearly explains the significantly negative issue of bullying via social media so that the reader fully understands that for a person to have a healthy sense of self (my global context is identities and relationships) they need to know they can rise above bullying and, regardless of what has been said, they can hold their head up high.	

EXPERT TIP

As you can see, there are several ways that you can develop success criteria in a rigorous and meaningful way. The key is to select, or create, the one that best suits your way of organizing and planning, and the approach that best suits your product.

And remember, when you begin to take action and create your product, consistently refer to your criteria for success – this is how you will create the best possible product. Continual reflection and self-assessment is one of the many keys to personal project success.

Create a detailed plan for achieving the product

The next step in your personal project journey is to create a detailed and accurate plan for the creation of your product. What you create in this section of the personal project will need to be continually reflected on and most likely adjusted in response to how the creation of your product goes.

It is essential that you create an achievable plan for your personal project. This requires you to forward plan and take into account the time frame, resources and materials that you need in order to create the product. There are several ways that you can create a detailed and accurate plan for the completion of your product. When choosing one or several methods, choose the method that suits you best.

■ Iceberg structure

To begin the process of creating a detailed plan for achieving the product and ensuring you meet the highest possible standard of your success criteria, a good place to start is through the iceberg structure.

ACTIVITY: ICEBERG STRUCTURE

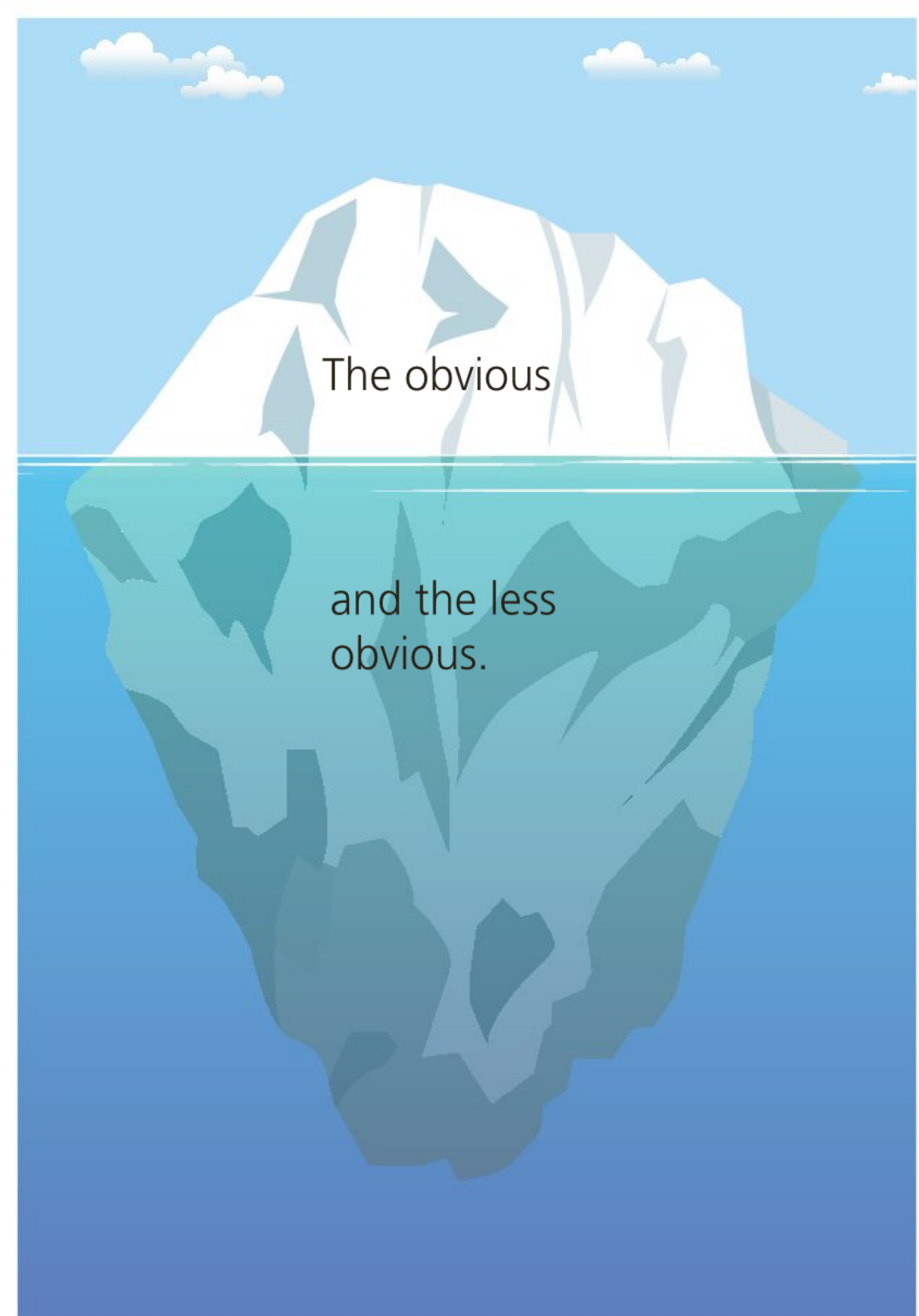
■ ATL skills

- Critical-thinking skills: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding; identify obstacles and challenges.

Create an iceberg template. The top of the iceberg is your product and the impact you wish your product to have on yourself or others. This is the visible aspect of the final creation of your product. The bottom of the iceberg is what only you will see and includes the hidden and behind-the-scenes parts of creating the product.

At the top of the iceberg, jot down what your product will be at a high standard. Refer to your success criteria.

Now, consider the effort that needs to go into achieving your goal. Consider what will be unseen and placed into action in the background. Consider what you will need to create and the communication you will need to make. Consider the resources you will need and the support from others that you will require. Place your ideas for these considerations at the bottom of the iceberg.



Below is an example of how you can use the iceberg structure in relation to the following goal: *Through collaboration with members of the Autism Society, my goal is to create and publish a children's book that can educate my peers on just what autism is and how our school can become a more inclusive place. I will showcase this book at the school open day.*

The top of the iceberg structure

My peers will be presented with an informative and engaging children's book that clearly shows the facts about autism. After reading it, they will have a foundational understanding of just what autism is, how autism affects people, and how they can support and be inclusive of those who have autism.

The bottom of the iceberg structure

- Communicate with key members of the Autism Society to gather first-hand information on what most needs to be communicated through my book.
- Engage in research of the 'what and how' of autism. Gather both primary and secondary sources of information of how myself and my peers can support and be inclusive of those who have autism.
- Collaborate with my Language and Literature teacher to gather feedback on the most effective way to convey information in a creative and engaging way for a children's book.
- Contact a publishing company and organize the publication and printing of my book.
- Book a stall at the school open day to showcase my book.

As you can see from the example above, the iceberg structure is simply a tool to think about what goes unseen in actually putting your goal into action and creating your product. This can begin your initial thinking of what you need to carefully plan for in order to successfully create your product.

■ Ishikawa

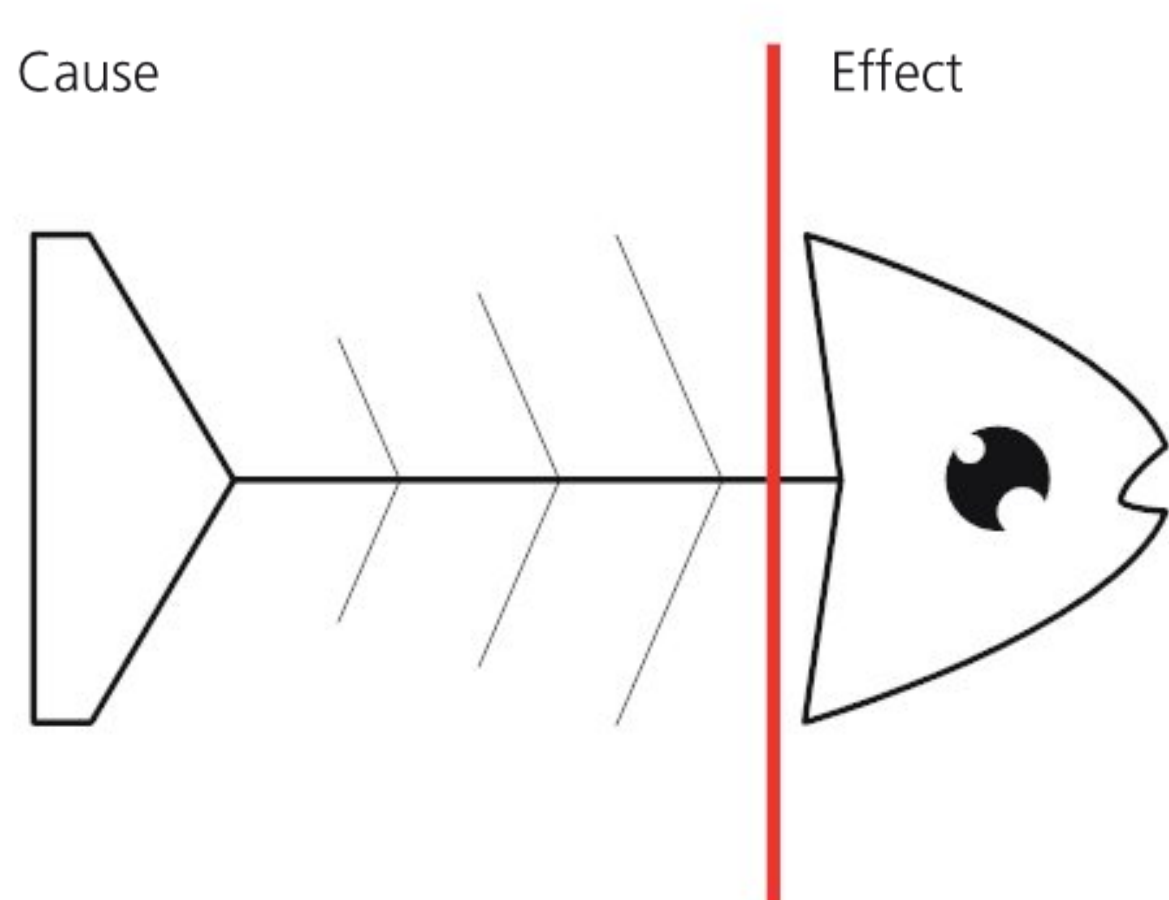
The Ishikawa scaffold is another method you can use to create a detailed plan for your personal project product. The Ishikawa enables you to think backwards from your product goal to the support mechanisms you will need in order to achieve your goal. The Ishikawa works with the cause and effect principle. The causes, or the actions you take, generate an effect. The effect is the impact of your product on yourself and others. The Ishikawa scaffold allows you to be as detailed as you wish, it all depends on just how precise and detailed your 'fish skeletal bones' become.

ACTIVITY: ISHIKAWA

■ ATL skills

- **Critical-thinking skills:** Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding; use models and simulations to explore complex systems and issues.
- **Creative-thinking skills:** Apply existing knowledge to generate new processes.
- **Transfer skills:** Combine knowledge, understanding and skills to create solutions.

Create a 'fish skeleton' Ishikawa similar to the example below.



At the head of the Ishikawa, the effect, place a brief summary of your personal project product goal. Imagine you are at the end point of creating your personal project and you have successfully created the product. Ask yourself the following questions:

- What will I need to have achieved in order to reach this endpoint?
- In what order will I need to place each step so that I can achieve this goal?
- What support and resources will I need to employ?
- How will I begin to put this goal into action?

Create as many skeletal structures, or causes, as you need in order to achieve your product. Along the skeleton, describe what you will achieve and when, in order to create the product.

Below is an example of the Ishikawa scaffold using the following goal: *My product goal is to create an informational flyer that communicates the what, why and how of giving blood and will provide my school community with opportunities to participate through hosting a Blood Drive during student-led conference week.*

As shown above, you may choose to sort the steps that you need to take into categories such as resources, time, organization and activities.

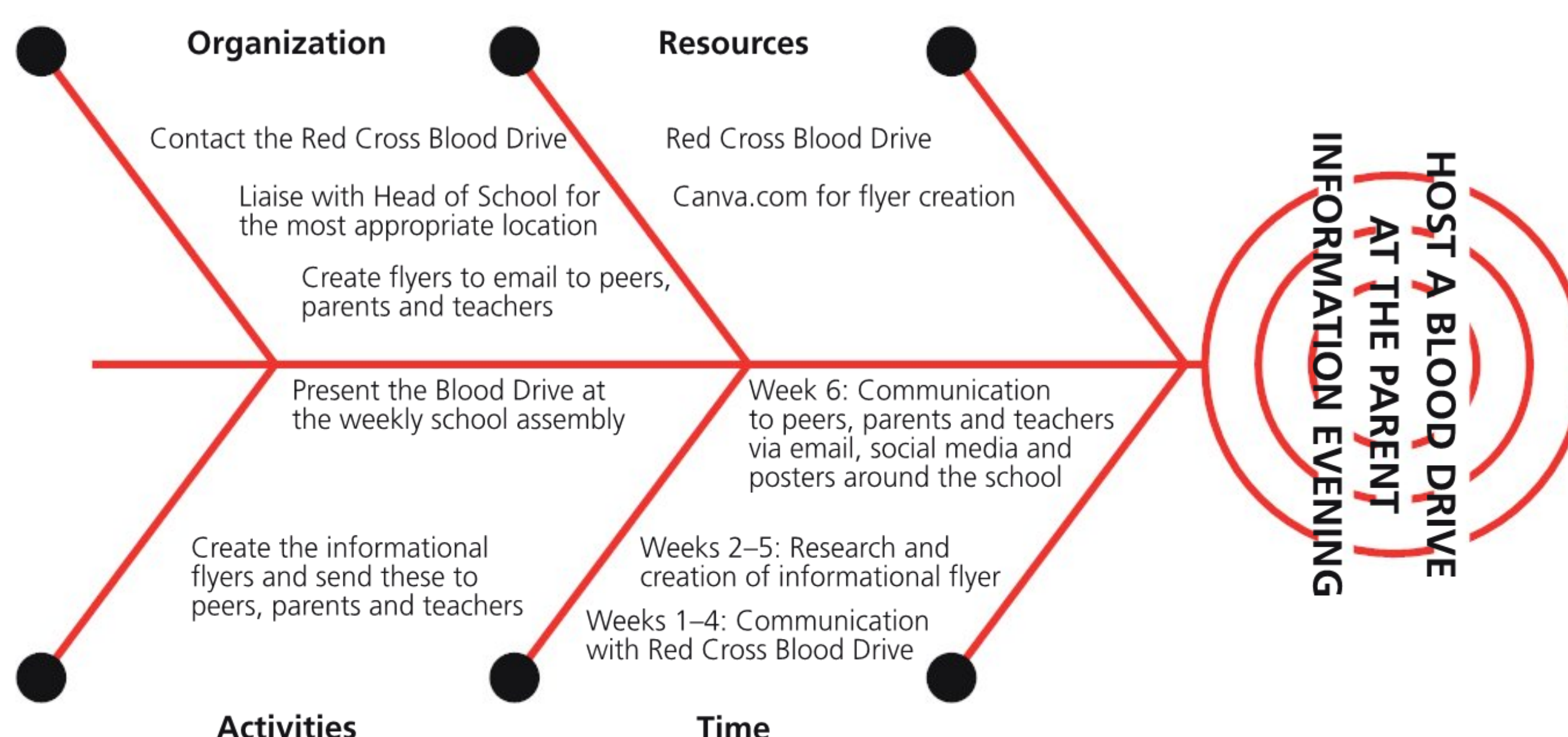
For example, in the **resources** category you could outline the resources you will need, such as a particular app, materials, finances, and so on.

In the **time** category you could outline the time frame you have and how much time needs to be allotted to creating your product.

In the **organization** category you could outline the various roles required to achieve your personal project product, along with communication that needs to take place.

And finally, in the **activities** category you could outline the various activities that need to occur in order for you to create your product. An activity might be a flyer distribution via social media using specific hashtags that will attract the right audience, or an information evening to gather support for your project.

Consider the unique and special requirements of your personal project product and add categories that best suit your product.



Gantt chart

One of the ways that you can produce a detailed plan for creating your product is by constructing a Gantt chart. A Gantt chart is a useful way to plan for a large project.

ACTIVITY: GANTT CHART

- ATL skills
- Organization skills: Plan short- and long-term assignments; meet deadlines; set goals that are challenging and realistic.
 - Collaboration skills: Take responsibility for one’s own actions.

In order to create a Gantt chart to help plan and track your progress, you can create a table similar to the one below.

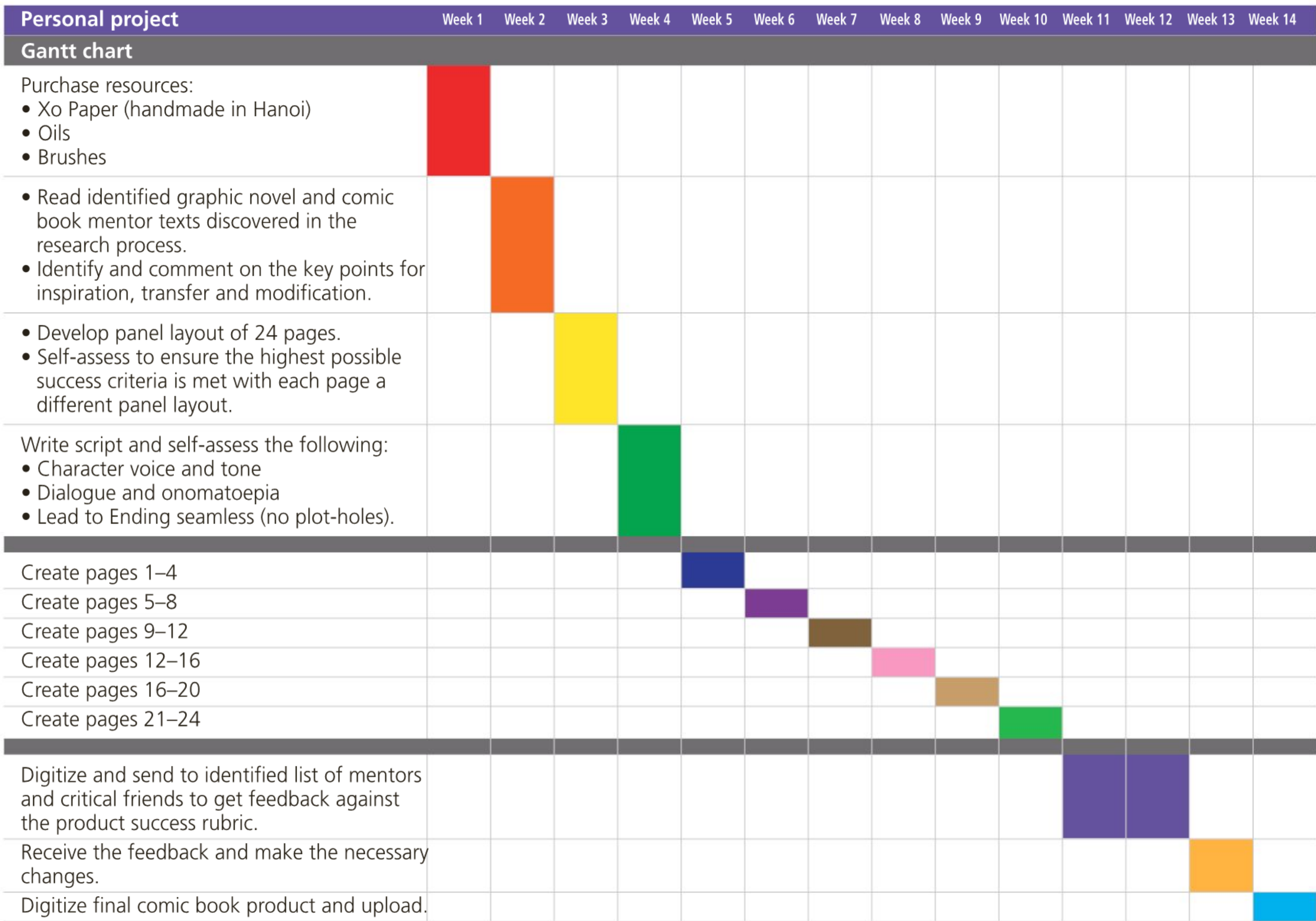
Simply place in the left-hand column all the steps, in logical and time-bound order, that need to be completed in order to create your product and ensure you are meeting all the success criteria targets you have set. Then, along the top, place your time frame.

You can use school weeks or specific dates – the choice is yours.

Colour in the correct spaces for the time frame that you wish to achieve each step towards this goal. You can change the colour once you have completed this step, or make notations if you are unable to keep to the time frame and explain the reasons why.

Your Gantt chart is a way that you can forward plan and gather a big picture of what needs to be achieved within the allocated time frame. A Gantt chart is also flexible to help you adjust your planning based on possible interruptions and setbacks.

The following Gantt chart shows the planning required for the product creation of a comic book that will be created by hand and then transferred to a digital format in order to share with a broader audience.



Kanban board

Another way of creating a detailed plan for your personal project product is by creating a Kanban board. Like the Gantt chart, this is a useful way to plan for a large project.

ACTIVITY: KANBAN BOARD

■ ATL skills

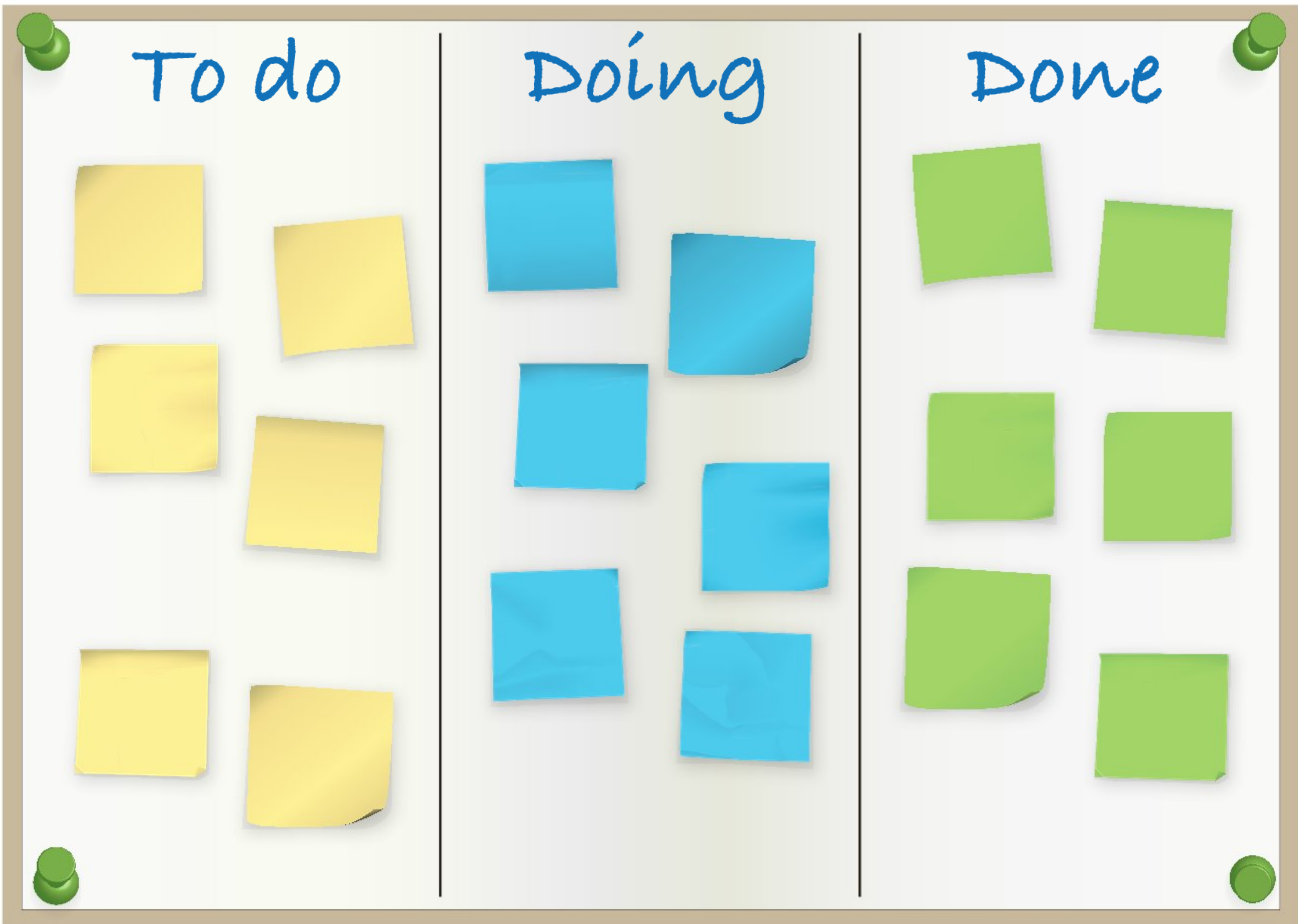
- Organization skills: Plan short- and long-term assignments; meet deadlines; set goals that are challenging and realistic.
- Collaboration skills: Take responsibility for one’s own actions.

A Kanban board helps you plan for and organize progress by simply visualizing what needs to be done; it shows what is ‘in progress’ and what ‘has been accomplished’. You can use sticky notes on paper, a whiteboard or utilize one of the many digital and online Kanban boards.

To do	Doing	Done

You will find that as more and more of your tasks are met you can visualize the ‘done’ column of your Kanban board growing. So, when the going gets a bit tough and perhaps motivation and time-management are becoming a bit tricky, this will give you the motivation to keep going and keep creating.

Make the most of a blend of analogue and digital. You may choose to allocate a section of a wall at home to a large-scale Kanban board where you can track your progress. This is also a means of including your family and friends in the personal project process as they can celebrate your achievements and progress with you.



■ Scrum board

Another means of planning for the record and development of your process is through a Scrum board.

ACTIVITY: SCRUM BOARD

■ ATL skills

- Organization skills: Plan short- and long-term assignments; meet deadlines; set goals that are challenging and realistic.
- Collaboration skills: Take responsibility for one’s own actions; give and receive meaningful feedback.
- Reflection skills: Consider personal learning strategies – what can I do to become a more efficient and effective learner?; demonstrate flexibility in the selection and use of learning strategies.

The Scrum board is similar to the Kanban board, but is more descriptive and broken down into smaller chunks.

User story	To do	In progress	To verify	Done

User story

The first column begins with what is called the ‘User story’. This is simply a statement that explains the ‘what’ and ‘why’ of each of the steps required for creating your product.

Each user story can be created using the following sentence prompts:

I want to ... so that I can ...

For example: *I want to prepare my canvases, so that I can begin the pencil outlines of the foreground images of my painting.*

To do

The second column is where you simply bullet point what needs to be done in order to achieve the goal of your user story.

For example:

- stretch canvases
- prime
- allow to dry.

In progress

The third column is where you simply shift your ‘To do’ sticky note or text box to the ‘In progress’ column once you have started. If you have come across challenges, jot these down and move back to your To do list, add what you need to do in order to overcome this challenge. This is a fluid board that visualizes your process based on both your setbacks and your progress.

To verify

The fourth column is where you verify your progress. This is a strategic and intentional point to self-assess your progress against your success criteria. Using the success criteria you have developed (that should be continuously referred to throughout the process), self-assess what you have achieved thus far to ensure that you are aiming for the best possible outcome of your product. Seek feedback from your supervisor, peers, mentor, family and friends.

If you are not happy with your self-assessment, head back to your User story or To do list and think about what needs to be adjusted in order for you to improve. Repeat as necessary.

Done

Finally, the fifth and last column is where you can simply move your To do sticky note or text box to visualize process success. Give yourself a pat on the back, high-five those closest by or post via social media the successful completion of one of your User stories!

User story	To do	In progress	To verify	Done
I want to prepare my canvases, so that I can begin the pencil outlines of the foreground images of my painting.	Stretch canvases Allow to dry Prime			

■ Diary and calendar

Using your diary and calendar is another option for creating a detailed plan for achieving your learning goal and product. No doubt as MYP students you already have developed this skill as part of your regular life as a student and self-managed learner. Building self-determined deadlines into your school or personal diary is another way in which you can create a detailed plan for achieving your product goal. Remember, planning for your personal project product goal is about forward thinking and reflecting in order to make informed decisions.

When choosing one or several methods for creating a detailed plan, choose the method that suits you best. Research and explore other ways of planning and recording the development process of your personal project. This is a sustained project so you need to think deeply and carefully about how to best optimize the time frame allotted for effective personal project completion.

The success criteria and the detailed planning go hand-in-hand. To successfully achieve your product goal, you must consistently refer to your success criteria in order to self-assess and receive timely feedback. The more detailed your planning is throughout the process of creating your product, the more you are making the process visible. This will ensure that when you arrive at the point of creating your report you have a significant amount of documentation and evidence to choose from.

EXPERT TIP

Consistently reflect on your detailed planning to ensure that you have successfully included ALL success criteria. This is a very important part in the process of developing a detailed plan.

Supervisor check-in

- Share your learning goal and product idea with your supervisor. You may discuss with them the motivation behind your chosen learning goal and product and explain how this is connected to a personal interest.
- Share your success criteria with your supervisor and clarify the following with them in order to receive feedback. You can ask the question:
 - *Do the success criteria that I have created truly qualify as well-considered and appropriately thought through criteria?*
- Share your detailed plan for achieving your personal project product goal. Discuss with your supervisor how you can include them in your development process and how they can support you to keep to the time frames that you have set.

CHAPTER SUMMARY KEY POINTS

- Take the time to ideate and generate a learning goal and product that are connected to your personal interest, one you will be motivated to pursue, and make sure you truly understand the 'why' of your project.
- Develop a set of specifications for your product that can be transferred to success criteria as a means of continual self-assessment and evaluation of your final product.
- Transfer your specifications for success. Possible approaches to developing criteria for success include:
 - product success rubric
 - pathways to success
 - checklist
 - single-point rubric.
- Develop a detailed plan for achieving your personal project product goal. You can begin the initial thinking process through the following approaches:
 - iceberg structure
 - Ishikawa.
- In order to develop a detailed plan for achieving your product goal, you can choose from the following approaches:
 - Gantt chart
 - Kanban board
 - Scrum board
 - diary and calendar.



Self-management skills

Self-management skills include your ability to organize and manage your time effectively to ensure that you are able to complete your project in the time allocated; and also qualities such as persistence, perseverance, motivation and resilience, which will enable you to carry on towards your goal even when you face obstacles.



Communication skills

Communication skills are important in helping you to present your ideas and explain the outcomes of your project, and also in helping you arrive at that point. You will want to elicit feedback from your supervisor and your peers as you work on the project, and you might need to conduct interviews with experts to help you achieve your goal.

skills



Social skills

Although the personal project is an independent project, you will inevitably need to work with others at times. Social skills include working effectively with others, managing and resolving conflicts and helping others to succeed.



Research skills

The personal project is not a research project, but you will need to carry out some investigation. Research skills involve being able to identify and use relevant information, and knowing which sources are reliable and trustworthy.



Thinking skills

These include critical-thinking skills, such as identifying obstacles and challenges; creative-thinking skills, such as generating new ideas; and transfer skills, such as applying knowledge and skills to new and unfamiliar contexts.

Applying skills

LEARNER PROFILE ATTRIBUTES

Balanced

Communicator

Inquirer

Thinker

The approaches to learning (ATLs) are a framework of skills which help you develop as an independent and autonomous learner. There are five ATL skill categories: Self-management, Communication, Social, Research and Thinking. Within each category, there are clusters, which are broken down into specific skills. You will practise and develop many of these skills across your MYP subjects over the years. As you work towards your personal project learning goal and product, you will apply a variety of the skills that you have acquired throughout your MYP journey.

As stated before, it is important to remember that the inquiry process is not linear, so you will be applying ATL skills throughout the project, including the planning and reflecting stages. This chapter is structured around the ATL skills so that you can develop evidence to use in your report, but that is not to suggest that the application of skills happens **after** the planning stage. There is considerable overlap between the three objectives, and you will hopefully refer to this chapter throughout the different development stages of your project.

This chapter targets some of the skills that are not discipline specific. It would be impossible to cover all of the ATL skills within this book (there are 130!), so do not feel limited by the suggestions posed here. For the most part, the focus is on one skill at a time, but you will notice that some of the skills overlap. In the previous chapter (and in the following chapters) the ATL skills relevant to each activity were signposted; however, because this chapter is already structured around the ATL skills, your attention should be drawn instead to the Learner Profile traits to emphasize your personal development as a learner through each of the activities.

It is important to note that the activities provided in this chapter are NOT prescriptive. There are multiple ways to demonstrate your development of a particular skill. These activities *can* be used as they are, but you should also feel free to adapt them to show individuality and creative-thinking skills. Whatever skills you apply, and whatever methods you use to apply those skills, you need to make that application of skills **visible**. The activities in this chapter (and throughout the rest of the book) are designed to help you do just that.

Self-management skills

We will start with the self-management skill category because these skills are embedded throughout each stage of the project. Self-management skills are ways of organizing the actual project as well as organizing your state of mind. Ensure you document and make very visible the ways in which you have organized your personal project, as well as how you have organized your state of mind. Remember to include examples and scenarios in order to make sure your thinking is visible.

For many, this will be the first major project of this nature that you will undertake, so having specific strategies for how to manage your time and state of mind will no doubt be a concern. Some strategies for developing your self-management skills are suggested in this section, but this list is by no means exhaustive. Whole books have been written about self-management, so consider this a carefully curated selection to get you started.

Note: As reflecting is one of the main objectives of the project and reflection is in fact interwoven within many of the activities in this book, this skill will not be treated here. The focus in this chapter is on organization and affective skills, and reflection will be covered separately in the next chapter.

■ Organization skills: managing time and tasks effectively

You will have already demonstrated several organizational skills in the planning phase of the project. For example, you have hopefully **set a goal that is challenging and realistic**. You will also have at least started the process of **planning short- and long-term assignments and will be working towards deadlines**, either set by yourself, your supervisor or your Personal Project Coordinator.

■ Keep an organized and logical system of information files/ notebooks



These days, most of your work may be filed digitally. If this works for you, great. You may, however, prefer to use a more traditional method of organizing the work that you do for your personal project. A popular analogue tool for organizing information is the Bullet Journal®. You can watch a short video on the Bullet Journal method using the QR code here.

Whatever system you use, there should be some order to the information that you collect. There are various ways you could do this, and you will need to choose a method that works for you, but some suggestions might include ordering documents/folders by category or topic, by date or deadline.

■ Select and use technology effectively and productively

Many schools now use Google Workspace for Education Fundamentals™. Within the suite, you will find lots of helpful tools to help you organize and manage tasks. If you use a different platform, there will likely be similar tools that you can use. We do not endorse any particular platform, but both authors are more familiar with the features of Google Workspace™:

- Google Drive™ allows you to store folders and files in one place. One of the key benefits of using Google Drive is that you can access your files anywhere, anytime – as long as you have access to the internet – so you are not tied to one device.
- Google Calendar™ is a good place for managing meetings with your supervisor and other appointments. You can also record deadlines on your calendar and set reminders so that you stay on top of important stages of the project. You might also like to sync your school timetable with your Google Calendar. You can set up

multiple calendars and share between accounts if you have a personal account so that all of your important dates are in one place.

- Google Tasks™ is a good place to keep a daily or weekly to-do list. Google Tasks sits alongside your email inbox, so you do not have to keep multiple tabs or applications open at once. You can add tasks directly from an email, so if your supervisor sends you an email with some to-dos, you do not have to type them in manually. Tasks can allow you to work more efficiently.
- Google Keep™ is a note-taking app. You can add notes, lists, images and audio clips all in one place.

Remember to take risks and be open-minded to the variety of technology within your reach. Select and use technology in an effective and productive manner that is best suited to the needs of your project. If you use digital tools, you can take screenshots to use as evidence of self-management.

■ Affective skills: managing state of mind

Affective skills are those skills which are linked to feelings, emotions, values, attitudes and behaviours. These are all skills which are needed in order for us to be the most **effective** learners we can be. These skills **can** be learnt and **should** be practised. We will now look in more detail at some of the affective skills that are most relevant to the personal project.

■ Mindfulness: practise strategies to overcome distractions

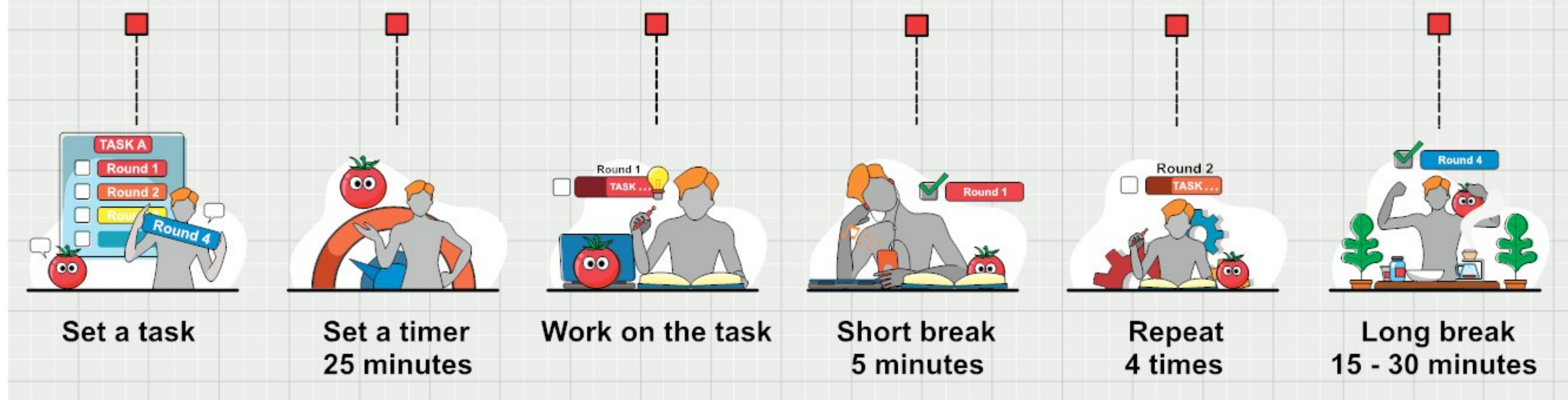
Mindfulness strategies empower you to focus your mental and physical energy onto a certain aspect of your personal project in such a way that you are not easily influenced by external distractions, and can maintain mental focus.

As MYP students, you have busy academic schedules. Along with this, you most likely also have active social lives, both online and offline. When practising mindfulness strategies to overcome distractions and maintain mental focus, it is a good idea to consider how you orientate yourself in both place and time.

It is natural to become distracted when engaged in a long-term project – and perhaps even more so in today's 'plugged-in world'. There are, however, lots of digital tools and apps that you can use to stay focused and avoid distractions. A popular strategy is the Pomodoro Technique®, visualized on the next page. You can read more about the Pomodoro Technique using the QR code.



POMODORO TECHNIQUE



ACTIVITY: PRODUCTIVITY JOURNAL

LEARNER PROFILE ATTRIBUTES

Balanced

Reflective



If you have intentionally practised strategies to overcome distractions during the process of completing your personal project, such as the Pomodoro Technique, be sure to explicitly detail **what you achieved** as a result. You might want to keep a productivity journal over the course of a week, like the one suggested here.

A printable example of the productivity journal shown below can be accessed using the QR code.

<p><i>This week's wins (list 1-3 successes, big or small).</i></p>	<p><i>What do I need to do to recommit to those tasks?</i></p>
<p><i>What tasks did I not complete last week?</i></p>	<p><i>What have I learned this week?</i></p>
<p><i>What challenges did I face in completing them?</i></p>	<p><i>What tasks need to be carried over to next week?</i></p>
<p> </p>	<p> </p>
<p> </p>	<p> </p>
<p> </p>	<p> </p>

■ **Perseverance: demonstrate persistence and perseverance**

Throughout the duration of your project you will undoubtedly come across points where you will need to persist and persevere. A learner with a growth mindset does not give up at this point; they simply stop, pause and reflect, in order to reassess how to move forward from here.

ACTIVITY: THE MOSCOW METHOD

LEARNER PROFILE ATTRIBUTES
Balanced Reflective

An effective way of reassessing your progress and making decisive steps forward is to employ the MoSCoW method. Break down what you need to achieve into smaller chunks and break this down into what you ‘must do’ and ‘should do’ to achieve this goal, ‘could do’ to go over and above, and ‘won’t do’ to ensure optimal persistence and perseverance.

Must do	Should do	Could do	Won’t do

Must do: Jot down what is absolutely essential for you to persevere and persist to achieve this goal.

Should do: Jot down what you should do to persevere and persist to achieve this goal.

Could do: Jot down what you could do to ensure you are working towards self-assessing your product at an excellent level, even though you may be struggling to persist and persevere.

Won’t do: Intentionally plan for blocking out distractions and hindrances to your persevering and persisting to complete this goal.

Seeing these small successes will help you persist and persevere. Remember, personal project success is made up of multiple small successes that culminate in significant project success.

■ Emotional management: practise strategies to reduce stress and anxiety

Although you will have several months to complete your personal project, you will be doing this alongside your other MYP subjects and fulfilling your service as action requirements. You might also be involved in extra-curricular activities within or outside of school which will put even more demands on your time. There **will** inevitably be times of stress and anxiety, but you can learn to manage those feelings so that you do not become completely overwhelmed.

ACTIVITY: ABC OF STRESS MANAGEMENT

LEARNER PROFILE ATTRIBUTES

BalancedReflective

We do not want to suggest that we have the solution to eliminating stress, but we can suggest a coping strategy which can work for bringing feelings of stress and anxiety under control. It is called the ABC of stress management. Different sources label the A, B and C of stress management differently, but we will use the following easy-to-remember acronym. Use this to reflect on your own sources of and solutions to stress.

If you are feeling completely overwhelmed and unable to manage stress on your own, that is when you need to reach out to your support network: your supervisor or other teachers, parents or guardians, or friends.

A	Awareness	What is the root cause of my stress? How does stress affect me – physically and emotionally?
B	Balance	What actions do I need to take or behaviours do I need to adopt to respond to stress? Note: A certain level of stress can be healthy. Recognizing how much stress you can handle to perform effectively is an important part of emotional management.
C	Control	What are the consequences of my actions or behaviours? What have I learnt that I can use next time I experience stress? What habits can I adopt to feel more in control of stress in the future?

■ Self-motivation: practise analysing and attributing causes for failure and practise positive thinking

Self-motivation requires habits of mind that focus on thinking about the bigger picture. At the beginning of your personal project you will have established your goal explaining why this project is important to you. When problems occur and you experience failure, it is a good idea to reflect back on why your project is important to you.

When attributing causes for failure, it is important to keep the positives in mind. It is a good idea to begin with listing what has gone well so far and then exploring from here the causes of failure. Once you have analysed and attributed the causes of failure, ensure you then refocus on the bigger picture of why persevering and persisting in this project is important to you.

When we experience failure in a large project it can be easy to go down a negative spiral of doubt. Practising positive thinking can help build the growth mindset required for personal project success.

Due to the sustained inquiry nature of the personal project, it is beneficial to stop and pause at points along the way and reassess your progress, celebrate what you have achieved thus far and clarify the steps forward that you will take.

ACTIVITY: COMPASS POINTS

LEARNER PROFILE ATTRIBUTES

Balanced

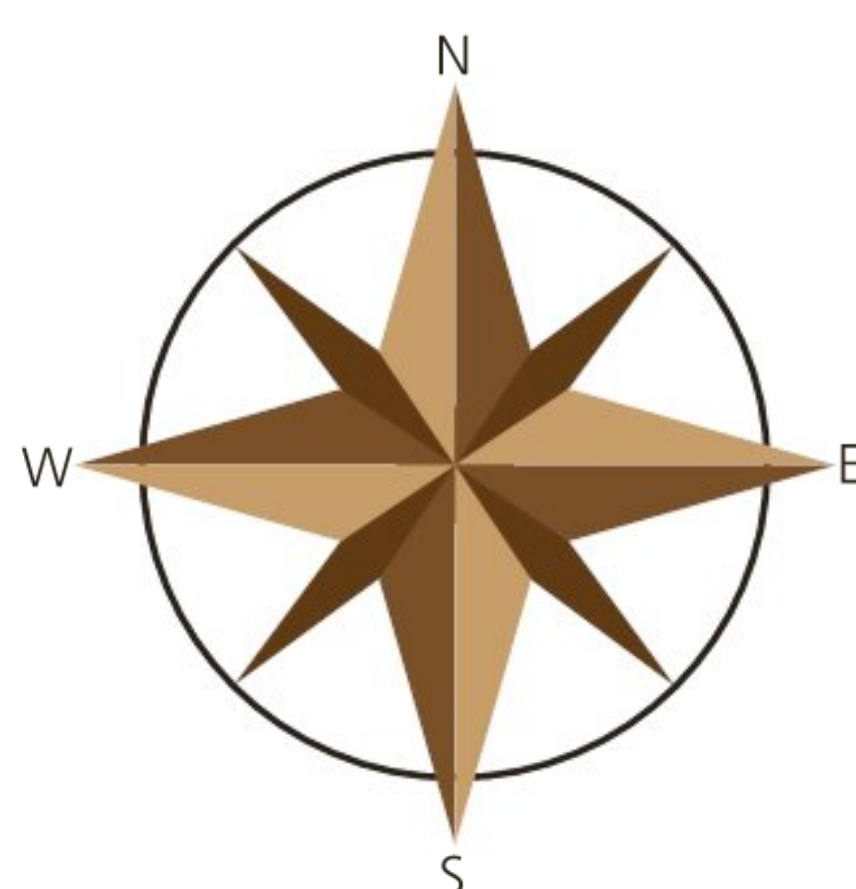
Reflective

The Compass Points visible thinking routine is an effective tool to calibrate your personal project situation and assess 'where to from here'.

Information gathered from this reflection may mean you need to adjust your planning tools and criteria; this is fine, remember the personal project is a journey of continual reflection. In your process documentation, make sure you document your reflection of your organization and self-management skills.

Needs: What else do you need to find out, or skills do you need to acquire, to move forward?

Worries: What have you found worrisome about your project progress so far?



Excitements: What excites you about what you have achieved so far?

Steps or Suggestions: What should your next step be? Show your peers, family or supervisor your Excitements, Worries and Needs. What suggestions do they have for you?

■ Resilience: practise dealing with disappointment and unmet expectations

Finally, we will consider resilience. At some stage, you might have to face up to disappointment. Perhaps your goal was too ambitious, or your product did not meet your expectations. That is okay. As long as you reflect on the experience, and what you *learnt* from it, then the project itself is not a failure.

ACTIVITY: I HAVE, I AM, I CAN

LEARNER PROFILE ATTRIBUTES

Balanced Reflective

The I have, I am, I can routine was developed by Edith Grotberg, a researcher with the International Resilience Project in The Netherlands.

This strategy can help you recalibrate your expectations and learn to bounce back from perceived failures by reflecting intentionally on the things that are within your control.

I have, I am, I can factors	Example of using this factor this week
I have (people who are around to support me)	
I am (my strengths, my feelings, what I think and what I believe)	
I can (skills I use to cope)	

EXPERT TIP

Be honest: managing our state of mind is often one of the trickiest things to do. The more we reflect on our ability to organize ourselves and work on the best ways to manage our state of mind, the more we help ourselves and others.

Communication skills

Developing communication skills is an important element of your MYP education. Communication is valued so much within the IB programmes that it even features in the learner profile: as an IB learner, you strive to be a **communicator**. Communication skills can be broken down into interactive skills and language skills; the focus here is on interactive skills. You will find that many of the interactive skills will be relevant to your project, but we will focus in detail on just a few here.

■ **Exchanging thoughts, messages and information effectively through interaction**

■ **Negotiate ideas and knowledge with peers and teachers**

One of the most significant people you will work with throughout your personal project journey is your supervisor. It is important that you communicate regularly with them in order to make the most of the support they will provide you. The role of the supervisor is discussed in more detail in Chapter 7, but for now it is worth remembering to document your communication with your supervisor; this documentation can serve as evidence of how you have negotiated ideas and knowledge.



ACTIVITY: SUPERVISOR MEETING RECORD

LEARNER PROFILE ATTRIBUTES
Communicator Reflective

The following template is a suggestion for how you might document your meetings with your supervisor. Note that you should always be prepared for your meetings by considering your goal(s) for the meeting and any questions you might have for your supervisor. During the meeting, it is important to take note of the advice and feedback your supervisor provides you with so that you can act on it before the next meeting.

A printable example of this template can be accessed using the QR code.

	Date:	Time:	Location:
Before the meeting	Purpose: What is the main goal for this meeting?		
	What would you like to discuss with your supervisor?		
During the meeting	What are the key points from your discussion?		
After the meeting	What do you need to do next ?		
	When will you have your next meeting ?		

■ **Give and receive meaningful feedback**

You will receive feedback from your supervisor throughout the process. Feedback should be a dialogue between you and your supervisor. As an active learner, you have as much of a responsibility as they do in the feedback process, so don't be shy in approaching your supervisor for specific feedback on how to meet the personal project objectives.

EXPERT TIP

When you invest a lot of time and effort into a project, it is easy to react emotionally when you get feedback that can be perceived as negative. It is important to remember that your supervisor is on your side, and it is their job to ensure that you achieve the best possible outcome so all feedback is intended to help you improve and succeed.

ACTIVITY: ELICITING QUALITY FEEDBACK –
WHAT WENT WELL/EVEN BETTER IF

LEARNER PROFILE ATTRIBUTES

Communicator Open-minded Reflective

You may be familiar with the feedback strategy What Went Well (WWW)/Even Better If (EBI). If this is a new strategy for you, it is simply a way of judging the quality of your work by highlighting strengths and making suggestions for improvements. If your supervisor does not offer this kind of feedback on their own, try asking for it at one of your meetings. You could even self-assess (individually or as a group) before your meeting and see how your assessment compares with your supervisor’s. Try to be as specific as possible and remember to refer to the assessment criteria. Alternatively, you could take the feedback you have already been given and view it through the WWW/EBI lens.

What Went Well (WWW) ...	Even Better If (EBI) ...

EXPERT TIP

Feedback is only useful if you actually use it, so it is important to make visible not just the feedback itself, but also how you **acted** on the feedback to improve your product and/or learning goal.

■ Collaborate with peers and experts using a variety of digital environments and media

Collaborating with peers and experts is a good way to develop communication and social skills while gaining valuable research material that you can use towards your learning goal or product. There are a number of ways you can collaborate using digital environments and media, but two of the most useful are conducting surveys and interviews. Both of these tools are useful for gathering qualitative data and can be used as primary sources; the difference between primary and secondary sources will be discussed in more detail later in the chapter when covering research skills.

ACTIVITY: CONDUCTING A SURVEY

LEARNER PROFILE ATTRIBUTES

Inquirer

Thinker

Communicator

Open-minded



Closed questions require a definitive answer (for example, Yes/No, Agree/Disagree).



Open questions require the respondent to give their opinion about a statement or question.



Multiple-choice questions ask the respondent to select from a range of responses.



Likert-scale questions can be used to ask a respondent to rate an opinion on a scale of 1–5.

The survey itself can serve as evidence of communication skills. The information that you gain from the survey, and the way that you use that information towards your learning goal or product, can serve as evidence of research skills.

There are a number of free survey tools available online such as SoGoSurvey, Survey Monkey®, Survey Legend®, Surveynuts, Typeform™ or Google Forms. Once you have chosen a tool, you need to consider the types of questions you might ask. Each type of question gathers different types of data.

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ACTIVITY: INTERVIEWING AN EXPERT

LEARNER PROFILE ATTRIBUTES

Inquirer	Thinker	Communicator	Open-minded	Risk taker
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When you conduct an interview, there are several things you should keep in mind:

Context: Will your interview be conducted face to face, via email, or through a video conferencing platform such as Skype, Google Meet™ or Zoom?

Purpose: What type of information do you hope to gather from your interview? How will you use that information to help you achieve your learning goal or complete your product?

Questions: What questions will you ask? You should prepare your questions in advance. Where possible, you might want to share your questions with the interviewee beforehand, so that they can prepare their answers and the interview can run more efficiently. Try to keep your questions open-ended yet focused on your research question or line of inquiry.

Interview protocol: When you are conducting your interview, it is important to adhere to certain protocols. Remember: this is a formal, professional

exercise! Keep these tips in mind when conducting your interview:

- Introduce yourself and give some background to your research.
- Ask your questions. Make sure you stay focused on the questions you have prepared in advance, but feel free to add additional questions based on the responses the interviewee gives. Just make sure that you do not get too side-tracked from your original questions and that you stick to your agreed time frame.
- Practise active listening. If you have prepared and practised your questions in advance so that you do not have to read them like a script, then the interview can feel more like a conversation.
- Record the interview. You could take notes, but this might distract you from actively listening. If you decide to record the interview using an audio or video recording device, make sure you ask for the interviewee’s consent.
- Thank the interviewer for their time and offer to follow up after you have used the information they have shared with you.

You could document your interview in two ways: through a written record, such as a transcript, or through an audio or video recording of the interview itself. As stated in the protocols above, if you choose to include an audio or video record of your interview as part of your documentation of process, make sure that you obtain permission from the interviewee first.

■ Share ideas with multiple audiences using a variety of digital environments and media

At various stages throughout the personal project process – including the final exhibition, if your school hosts one – you will have opportunities to share your ideas with different audiences. In sharing your ideas, you will need to consider the diverse membership of your audience(s) and consider how you can best communicate across cultural, religious, economic or linguistic differences.

ACTIVITY: HOW ELSE AND WHY?

LEARNER PROFILE ATTRIBUTES

Communicator Open-minded

A visible-thinking routine that you can use when communicating with diverse audiences is 'How else and why?' This routine works best with a partner who can provide you with feedback on your communicative choices.

- 1 What I want to say is ... (Make a statement and explain your intention.)
- 2 How else can I say this? And why? (Consider intention, audience and situation to reframe things such as language, tone and body language.)

Repeat the second question as many times as is necessary to explore different communicative choices in a given scenario and select the one you prefer.

Social skills

Social skills are an important part of your development as a learner. While the personal project is an **independent** project, collaboration with different members of your school and wider communities, including subject experts, will inevitably be a part of the process. That collaboration might occur within different contexts, both within school and in an online environment, and serve different purposes (for example, to gain knowledge as part of your research or to elicit feedback, as in the activity above).

■ Collaboration skills: working effectively with others

■ Take responsibility for one’s own actions

As the personal project is an independent piece of work, you do not really have anyone to share the responsibilities with. This means that you will need to take responsibility for your actions and, if necessary, **advocate for your own rights and needs** (another ATL skill within the Social category). You might make this skill visible in the planning stages when you are determining a goal.

ACTIVITY: CIRCLES OF ACTION

LEARNER PROFILE ATTRIBUTES

Inquirer	Communicator	Open-minded	Reflective
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This routine is similar to the Golden Circles activity on page 22. When deciding on a goal, you might consider how that goal could contribute to the various ‘circles’ you belong to.

What can I do to contribute ...

1

In my inner circle (of friends, family, the people I know)?

2

In my community (my school, my neighbourhood)?

3

In the world (beyond my immediate environment)?

ACTIVITY: REFLECTING ON RESPONSIBILITY

LEARNER PROFILE ATTRIBUTES

Communicator	Principled	Open-minded	Reflective
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How have you taken responsibility for your actions?

Reflect on the process of taking action towards your personal project goal. Where have you had to take responsibility for your actions? Perhaps you struggled to manage your time effectively and needed to reassess how you will go further, or perhaps you have experienced a setback in the process of taking action. Reflect on how you have been a principled learner who has taken responsibility for what has happened rather than blaming others, and how by employing your self-management skills you have moved forward.

■ **Manage and resolve conflict, and work collaboratively in teams**

Throughout sustained projects that require collaboration and communication skills, conflicts can arise and create a need for employing conflict-resolution skills. Although the personal project is an independent project, there will inevitably be times when you have to work with others in pursuit of your learning goal and product, for example your supervisor, other teachers, community members, your peers. Even the most highly functioning teams deal with conflict at some point. Resolving conflict involves communication, negotiation and compromise; each of these elements is essential in maintaining positive collaborative relationships.

ACTIVITY: RESOLVING CONFLICT

LEARNER PROFILE ATTRIBUTES

Communicator	Principled	Open-minded	Caring	Reflective
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How have you managed to resolve conflict and work collaboratively with others?

An approach to effective conflict resolution that you are no doubt familiar with as an IB student is through creating essential agreements.

When creating an essential agreement with the person or group of people you are collaborating with, it is beneficial to use the following steps as a guide:

- 1 Realign yourselves with the purpose: Why have you each chosen your particular learning goal? Why is it important that you achieve this learning goal?
- 2 Consider what helps you and the person or group of people you are collaborating with to best produce the work required. Think about the environment, physical structures and preferred learning styles. Discuss what this looks like, sounds like and feels like. You can create a Y-Chart to record your discussion.
- 3 Using the information from this discussion create 'We will ...' statements. For example: *We will listen actively to one another and wait until the other person has finished sharing their ideas before responding.*

- 4 As you progress in the collaborative process, refer to your essential agreement should conflict arise and you need a reminder of the agreed upon approaches to collaboration and communication.

How have you encouraged others to contribute to your personal project? How have you worked effectively with members of your community? How have you worked effectively with your supervisor and taken their ideas on board?

Think of how you have engaged with members of the community, experts and your personal project supervisor. How have you encouraged them to contribute to your personal project? How have you sought meaningful feedback from others as a means of them contributing to your personal project?

How have you exercised leadership?

As a self-managed and independent student, you have leadership over your personal project journey that requires coordination, collaboration and communication with others. Exercising leadership requires a clear goal and communication and negotiation skills. How have you communicated the needs of your project by exercising leadership to help you achieve your personal project goal? Reflect on how your leadership skills have developed and how these developing skills will support you in further studies and project management.

■ **Help others to succeed**

Your supervisor will probably be the first person you will look to for feedback throughout the different stages of your product. However, peers can also be great sources of feedback. But a word of warning: it can be very tempting to be overly positive when giving feedback to a friend or classmate. Constructive feedback acknowledges the good but also highlights areas that could be improved.

ACTIVITY: TAG PEER FEEDBACK

LEARNER PROFILE ATTRIBUTES

Communicator	Open-minded	Caring	Reflective
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There are many strategies designed to structure feedback. You might already be familiar with some of them. For example, the Ladder of Feedback, Clarify–Probe–Recommend, or the RISE model (which stands for Reflect, Inquire, Suggest, Elevate). TAG is a simple and easy to remember strategy which focuses on strengths and areas for improvement.

- **T**ell something you like
- **A**sk a question
- **G**ive a suggestion

Research skills

It is important to remember that the personal project is an inquiry-based project; therefore, your project will involve a certain level of research. Even creative projects should include some outside research. For example, if you are writing a collection of short stories based around a particular theme, you could research – among other things – notable authors who have written about similar themes, characteristics of the short story genre or the publishing process. However original the end product may be, you should demonstrate evidence of research and inquiry throughout the process.

The research skills and the knowledge and understanding you will develop as a result of your research will be transferred to the high-quality and well-informed success criteria you create for your product.

EXPERT TIP

The personal project is *not* a research project; it is an inquiry-based project, which includes an element of research, and this is an important distinction. The research you engage in should support your inquiry, not be the sole focus of your project, and you should be very clear in your report how the research you do is applicable to your product. Keeping the learning goal central to the process should help you maintain a clear focus on inquiry, and this will make it easier to determine how much and what type of research to present in the final product.

■ Information literacy skills: finding, interpreting, judging and creating information

■ Access information to be informed and inform others

Prior knowledge alone is not enough to demonstrate **breadth** of inquiry. Therefore, you will need to seek out other sources of information. But where do you start? Some basic questions you can ask yourself about the information you might need include the following:

- What kind of information are you looking for?
- Where do you need to look for your research?
- How much information do you need?
- How timely does your research need to be?

■ Identify primary and secondary sources

Primary sources are original sources such as historical documents or sources that researchers often create, whereas secondary sources are often used to **analyse** primary sources. Examples of primary sources might include, but are not limited to, images, interviews, survey data, results of experiments or field work. Secondary sources might include books, websites, journal articles or other published media. Depending on the type of project you undertake, you will likely use a combination of primary and secondary sources.

Let us look back at some of the learning goals from Chapter 3 and consider what types of sources might be most appropriate to use towards the completion of the product.

- **Research my family history through archives:** This goal will likely involve lots of primary research. You might look at archival photographs, journals, letters or identity documents. You might also conduct interviews with family members from different generations. All of these resources could serve as inspiration to help you create an original final product showcasing your family history.
- **Can stem cells replace organ transplants?:** This goal is most likely going to involve lots of secondary research to fully understand the nature of stem cells and organ transplants. Your final product ('a vlog that shows my findings on the research surrounding stem cells replacing organ transplants') could be a synthesis and evaluation of your findings.
- **How do online identities impact offline relationships?:** This goal could include a mix of primary and secondary research. You might complete some secondary research into the impact of online identities on offline relationships by reading articles or social media posts, but you might also find that conducting a survey of your peers would add relevance and currency to the topic.

ACTIVITY: IDENTIFYING PRIMARY AND SECONDARY SOURCES

LEARNER PROFILE ATTRIBUTES

Inquirer Thinker

As you conduct your inquiry, you will need to consider what sources you might need to **create** and what sources you might want to **consult** to support your primary research. Keeping in mind the purpose of any sources you create or consult will help you determine

how useful it might be towards achieving your learning goal or completing your product.

	Source	Purpose
Primary sources		
Secondary sources		

■ Collect, record and verify data

You will likely consult multiple sources throughout the research process. There is no set number of sources which you must use as this will depend on the nature of the project itself. It is a good idea to keep a research log which includes key information for each source that you consult, whether or not you end up using that information in your final product or report. Organizing your information in this way will make it easier to cite your sources in your final report; your files can also serve as a running bibliography.

ACTIVITY: RESEARCH LOG

LEARNER PROFILE ATTRIBUTES

Inquirer Thinker

There are many different ways that you can record your information, but we suggest the following, adapted from the University of Manitoba’s Academic Learning Centre:

- 1 Source/citation (This would be formatted according to your school’s referencing and citation requirements, so that you can easily copy and paste it into your bibliography later.)
- 2 Search engine used and date (for example, Google, Bing, Yahoo!, Ecosia)
- 3 Search terms used (What words or phrases did you use in your search?)
- 4 Location (URL)
- 5 Why it is important
- 6 Notes, quotes and conversations

If you are consulting more traditional offline resources (for example, books, magazines, newspapers) then you could adapt numbers 2–4 to include the type and/or title of the source, author and publication details. The important thing is to keep a running record of your sources, even if you do not end up using them all in your final product or report. This way, you avoid the need to backtrack later on.

A printable version of a research log can be accessed using the QR code.



■ Make connections between various sources of information

Once you have collected various sources of information to support your inquiry, you will need to make connections between them. This part of the process can sometimes feel overwhelming: gathering the information is easy, but what do you do with it all once you have it? The Generate–Sort–Connect–Elaborate visible thinking routine can help you make sense of it all.

ACTIVITY: GENERATE–SORT–CONNECT–ELABORATE

LEARNER PROFILE ATTRIBUTES

Inquirer Thinker

Use the visible thinking routine Generate–Sort–Connect–Elaborate to make connections between your ideas and sources:

- **Generate** a list of ideas and initial thoughts that come to mind when you think about this particular topic or issue.
- **Sort** your ideas according to how central or tangential they are. Place central ideas near the centre and more tangential ideas towards the outside of the page.

- **Connect** your ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence along the line how the ideas are connected.
- **Elaborate** on any of the ideas and thoughts you have written so far by adding new ideas that expand, extend or add to your initial ideas.

Continue generating, sorting, connecting and elaborating new ideas until you feel you have a good representation of your understanding.

EXPERT TIP

Keep in mind that it is normal to gather much more information than you will actually use in your product or report. That is all part of the research process! Deciding which information is most relevant to your goal and product is a skill in itself (more on that in the next section).

■ Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Evidence of your research should be embedded throughout the project; a bibliography in and of itself is not sufficient to show depth of research. Within your documentation and your report you should show evidence of your evaluation of sources.

As mentioned in the Expert Tip above, you will probably not use all of the information that you collect in your final project, so you will need to evaluate your sources to help you decide which information is most relevant to your learning goal or product. There are various methods for evaluating sources, and you should feel free to use whichever one works for you. Two of the most common methods, which you may be familiar with through your other MYP studies, are OPVL and CRAAP.

Determine which strategy best suits your project. For example, if you are engaging in extensive research in order to create a research paper, vlog or podcast, you may choose to use OPVL; if you are creating a more tangible product such as a 3-D printed bicycle prototype, you may choose to use the CRAAP test. Most importantly, you should reflect on how you have applied what you have learned from your research to the learning goal and product.

Origin	Purpose	Value	Limitation
Where does the source come from?	What is the purpose of the source?	How useful is the source?	How reliable is the source?
When was the information published or posted?	What perspective is the author trying to convey?	How can it be applied to my project?	Is it objective or subjective?
Who is the author, publisher, source or sponsor?	Is the purpose clear?	Has the information been reviewed or referred?	Are there political, institutional, religious, cultural, ideological or personal biases?
Are the author's credentials or organizational affiliations given? What are they?	Is the information fact, opinion or propaganda?	Can you verify the information in another source?	
	Does the point of view appear objective and impartial?		

Currency	Relevance	Authority	Accuracy	Purpose
When was the information published or posted?	Does the information relate to your research or answer your question?	Who is the author/publisher/source?	Where does the information come from?	What is the purpose of the information?
Has the information been revised or updated?	Is the information at an appropriate level? Is it too simple or too advanced for your needs?	What are the author's/organization's credentials?	Is the information supported by correct evidence?	Is it to inform, argue, teach, sell, entertain, persuade?
Is it important to have current information or will older sources work as well?	Have you looked at a range of other sources? This will help you to decide whether the source you are using is relevant.	Is the source trustworthy or qualified to write on the subject?	Can you verify any of the information in another reliable source?	Is the purpose clear and the point of view impartial, or are there biases?
Are all the links working?	Are you comfortable citing this as a reputable source for your research paper?	Is there contact information and is it easy to find out more about the author/organization?	Does the language or tone seem balanced, unbiased and free from errors?	Is the information fact, opinion or propaganda?
		If it is a website, what does the URL (.com, .ac, .gov, .org, .net) say about the source?		

ACTIVITY: APPLYING THE CRAAP TEST

LEARNER PROFILE ATTRIBUTES

Inquirer Thinker

Evaluate one of your sources using the CRAAP test. How reliable is that source? How will you use the information you gained from that source towards the

completion of your learning goal or the creation of your product?

If you are more familiar with OPVL and would prefer to use that method, then feel free to do so. Just make sure you document your evaluation in a format similar to the table below.

SOURCE	Currency	Relevance	Authority	Accuracy	Purpose

■ Present information in a variety of formats and platforms

After you have accessed, collected and evaluated your sources, you will need to consider how you might present your findings. There are multiple ways of doing this, and this will depend in part on your product and its primary purpose and intended audience. You will also present evidence of research in your report, which is separate from your product. In this section, the focus is on how you might present information in your product; the application of skills towards your learning goal and product. Chapter 6 will cover how to present information in your report.

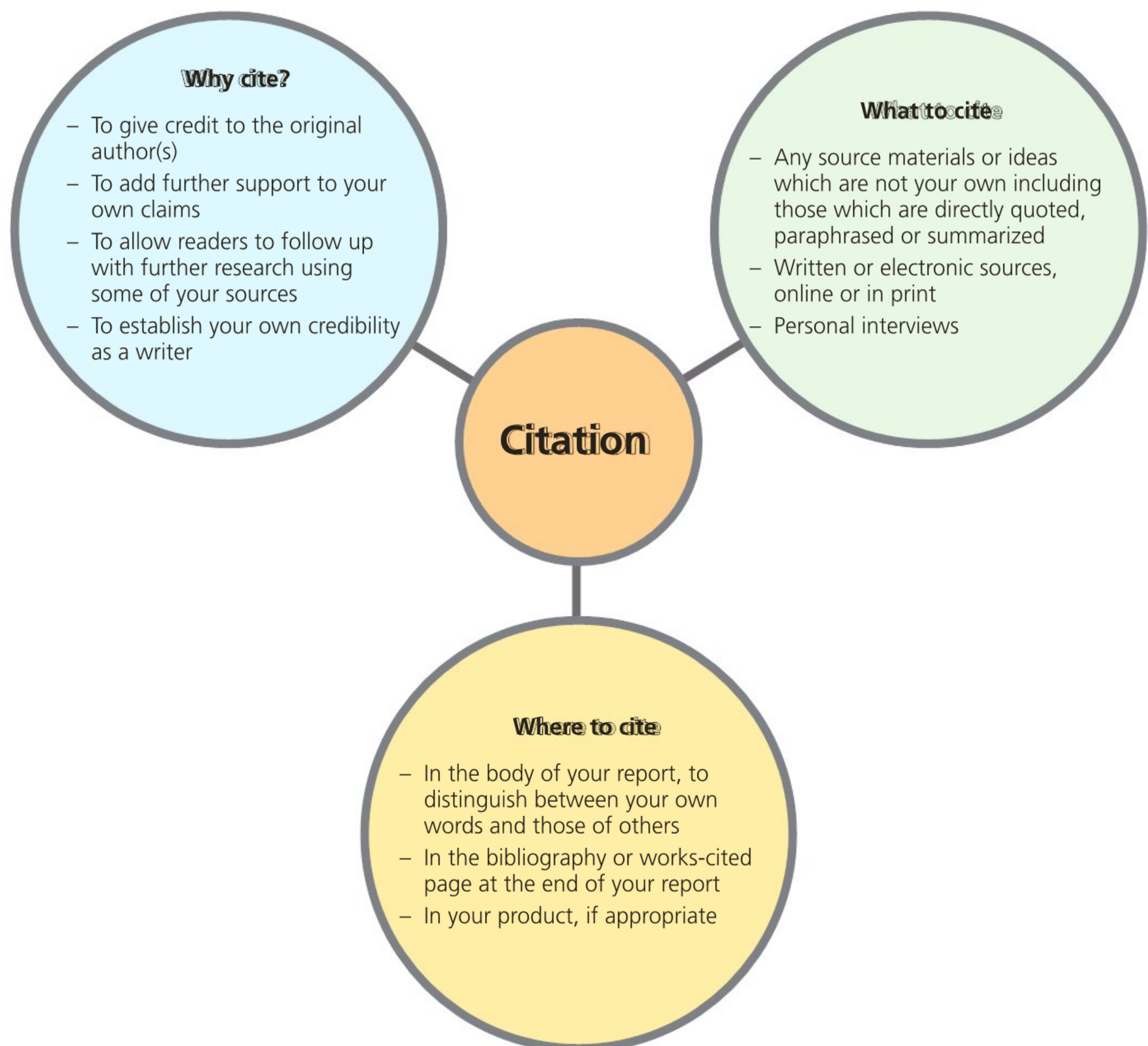
You might produce an essay, report, brochure, leaflet, poster, website or a presentation. Within any of these formats you might include text, images, graphs or charts, audio and/or video clips. If your product is more creative (for example, an original work of art or, to use one of the examples from Chapter 3, a prototype for a new invention), then your research might not be explicit in the product itself; instead, you might include supplementary material alongside your product (for example, a display board, video, complementary website or a blog) or you might simply document your research in detail in your process documentation.

EXPERT TIP

Many schools host a personal project exhibition where you can showcase your product. The exhibition might take place in school or on a virtual platform. The exhibition is the culmination of many months of inquiry and research, and your opportunity to celebrate your success with your school community. Your Personal Project or MYP Coordinator will give you guidance on how you might present your product.

■ Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

Finally, it is time to cite your research sources. As with any other piece of academic coursework you complete, you must cite any sources that you have quoted, whether directly or paraphrased. The practice of referencing and citation is part of academic honesty, which will be covered more in Chapter 6.



The IB does not stipulate which referencing style you use. This is up to your school. Whatever style your school expects from you (for example, Harvard, MLA, Chicago, APA), you must be consistent. There are many free websites, such as EasyBib® or Citethisforme, which will help you create a bibliography that is formatted according to the referencing style your school expects.

EXPERT TIP

There is a difference between a bibliography and a works-cited page. A bibliography consists of all of the sources you have consulted throughout the process. A works cited includes only those sources which are directly cited in your report or product. Your Personal Project Coordinator or supervisor should be able to advise you on which format is more appropriate to your project.



Use the QR code to access the IB website and download the 'Effective citing and referencing' pdf for more information on effective citing and referencing in the IB context.

- **Media literacy skills: interacting with media to use and create ideas and information**
- **Locate, organize, analyse, evaluate, synthesize and use ethically information from a variety of sources and media (including digital and social media and online networks)**

Digital and social media can be helpful tools to aid you in your inquiry, but you need to learn to approach certain sources with a healthy level of scepticism. The sheer number of digital and social media platforms, and the fact that virtually anyone can post on them, regardless of their level of expertise or the truth of their claims, means that you need to be very careful not to take everything you read at face value. Just like you evaluated your sources using the CRAAP test, you also need to evaluate the digital and social media sources that you might consult.

ACTIVITY: STOP LOOK LISTEN

LEARNER PROFILE ATTRIBUTES

Thinker	Principled	Open-minded
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You can use the Stop Look Listen routine to help you investigate the truth of a claim, and this can be a powerful tool for analysing and evaluating information you access via digital and social media.

Stop: Be clear about the claim.

Develop a question about the validity of an online claim from your list of facts and uncertainties.

Look: Find your sources.

Where will you look to corroborate or contradict the original claim? Consider obvious and less obvious places.

Listen: Hear what the sources tell you with an open mind.

Is it possible for your source to be biased and how does it affect your information?

- **Seek a range of perspectives from multiple and varied sources**

If you use media sources in your research you will encounter many (often opposing) views. Seeking a range of perspectives from multiple and varied sources is an important part of the inquiry process and helps to develop you as an open-minded learner, so do not dismiss a source or viewpoint just because it does not agree with your own. Once you have evaluated the reliability of a source, you can go further and consider the different perspectives that are reflected in your sources.

ACTIVITY: TRUE FOR WHO?

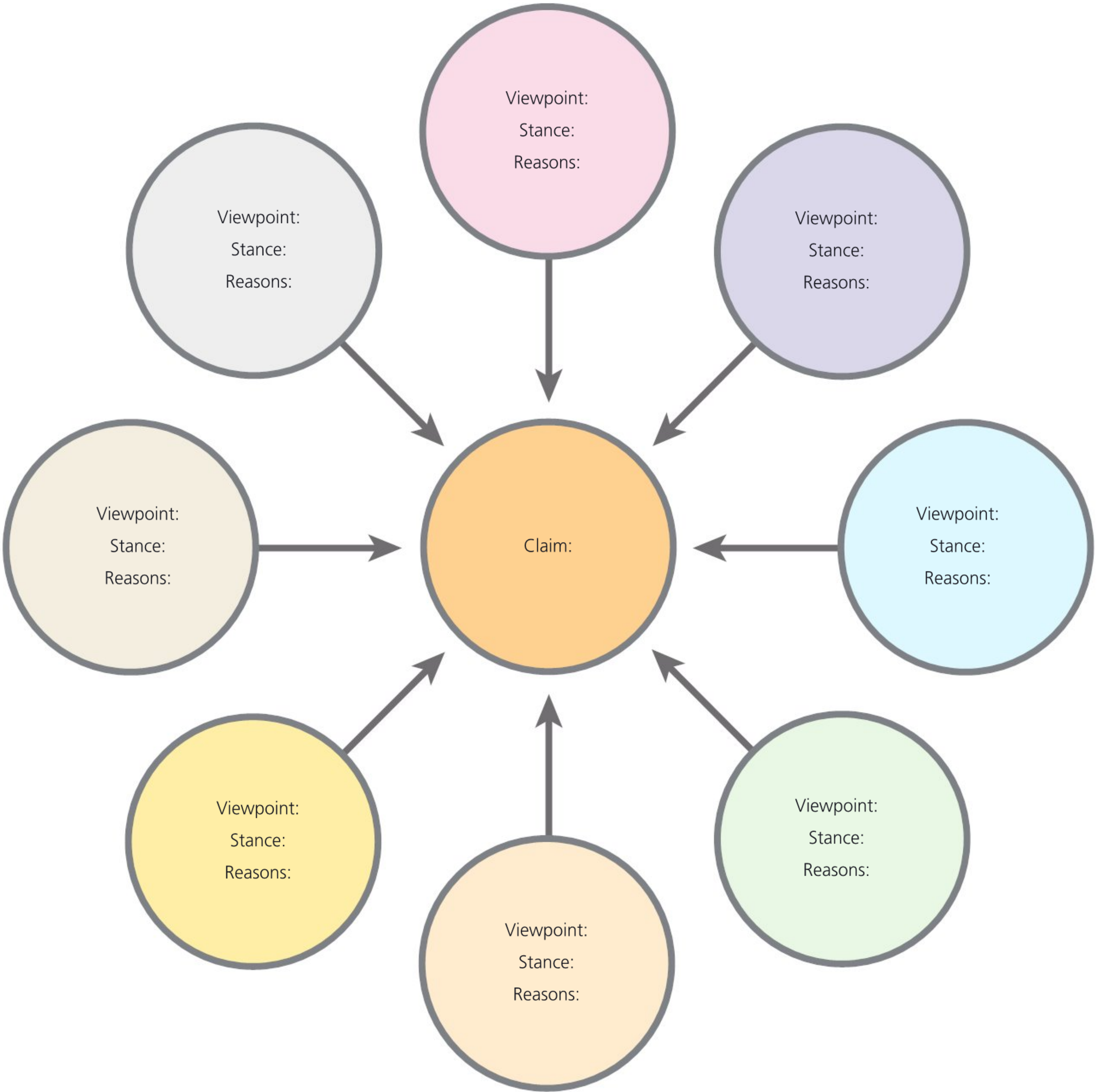
LEARNER PROFILE ATTRIBUTES

Thinker Principled Open-minded

The following activity can be completed individually (using the graphic organizer) or in a group as a role play exercise.

- 1 **Discuss:** What kind of situation was the claim made in? (Who made it? What were people’s interests and goals? What was at stake?)
- 2 **Brainstorm:** Make a list of all the different points of view you could look at this claim from.

- 3 **Dramatize:** Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would they think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the viewpoint. Say:
 - My viewpoint is ...
 - I think this claim is true/false/uncertain because ...
 - What would convince me to change my mind is ...
- 4 **Stand back:** Step outside of the circle of viewpoints and take everything into account. What is your conclusion or stance? What new ideas or questions do you have?



Thinking skills

Thinking is a skill that comes so naturally that it is easy to assume your audience, including your supervisor and the IB examiner, knows that you have applied thinking skills to your project. But, as stated throughout this book, you must make that thinking explicit – that is, **visible**. The thinking skills category is broken down into three: critical-thinking skills, creative-thinking skills and transfer skills. We will cover some of the key skills that you might apply towards your project in this section.

■ Critical-thinking skills: analysing and evaluating issues and ideas

■ Revise understanding based on new information and evidence

You will most likely have approached the project with some level of prior knowledge about your topic. After you have engaged in inquiry and research, you will no doubt develop new understandings.

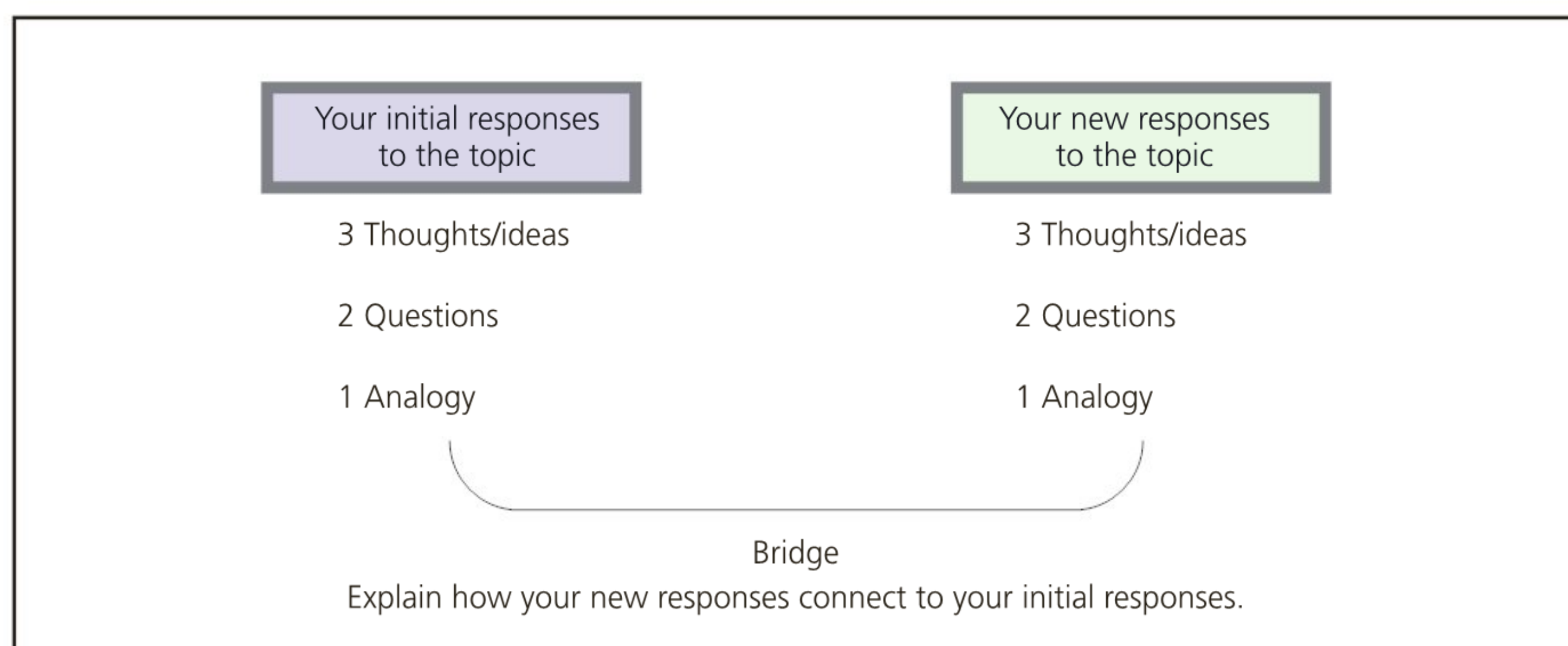
ACTIVITY: 3-2-1 BRIDGE

LEARNER PROFILE ATTRIBUTES

Knowledgeable

Thinker

You can use the 3-2-1 bridge thinking routine to explore your initial thoughts, ideas, questions and understandings about a topic, and then to connect these to new thinking about the topic after you have conducted your research.



At the beginning of your project, record your thoughts in a table like this:

3 thoughts/ideas	2 questions
1	1
2	2
3	1 analogy
	1

At the end of the project, look back to your initial 3-2-1. How does your new response connect with your initial response? How has your thinking changed or bridged? Complete a new table to record your new thinking. You might also like to represent your thinking visually through images or use a more tactile method such as a sticky-note wall.

■ Identify obstacles and challenges

It is very common to encounter obstacles and challenges during the course of a long-term project. In fact, it is probably very uncommon to go through such a major project without encountering any obstacles. It is important to identify those obstacles and challenges, and reflect on how you have worked to overcome them.

ACTIVITY: IDENTIFYING AND OVERCOMING OBSTACLES AND CHALLENGES

LEARNER PROFILE ATTRIBUTES
Thinker Reflective

What obstacles have you encountered?
As you progress through the process of creating your product, record in your process documentation any obstacles that you encounter. Putting a goal and plan into action comes with its challenges, so be sure to think carefully about how you can overcome these obstacles.

How have you overcome obstacles through problem solving?
Describe and explain how you have overcome the obstacles you have encountered in the taking action process. For example, take photographs, screenshots, recordings and sketches to make your problem-solving skills visible.

■ Creative-thinking skills: Generating novel ideas and considering new perspectives

■ Create novel solutions to authentic problems

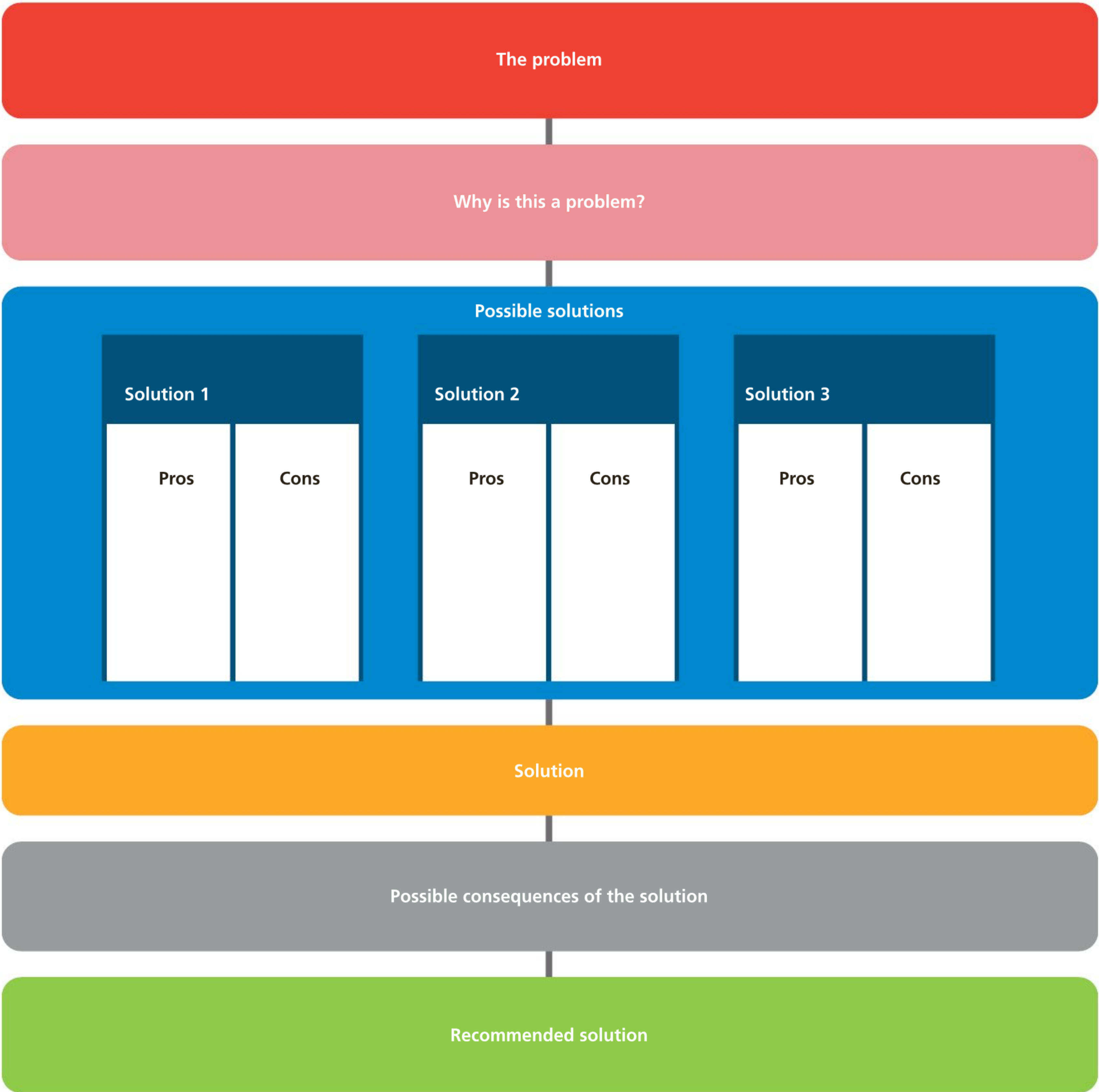
Your product might be a solution to an authentic, real-world problem. For example, think back to the example of the prototype bike from Chapter 3, developed in response to the learning goal: *Research how nanofibers can build stronger bicycles*. This is a good example of a student who has used creative-thinking skills to create a novel solution to an authentic problem.

ACTIVITY: PROBLEM-SOLVING

LEARNER PROFILE ATTRIBUTES

Inquirer Thinker Risk-taker

Use a graphic organizer like the one below to show evidence of your problem-solving skills.



■ **Apply existing knowledge to generate new ideas, products or processes**

Generating novel ideas often comes as a result of exploring others’ ideas and thinking deeply about them. As a result of exploring others’ ideas, you can challenge your own ideas and thinking.

ACTIVITY: CONNECT–EXTEND–CHALLENGE

LEARNER PROFILE ATTRIBUTES

Inquirer	Knowledgeable	Thinker
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How have you generated novel ideas and considered new perspectives? How have you made connections between what you already knew and what you are learning in the process of taking action?

A visible-thinking routine that you can employ is Connect–Extend–Challenge. As you engage in the process of taking action towards achieving your learning goal and completing your product, ask yourself the following questions:

Connect: How are the ideas and information connected to what I already knew?

Extend: What new ideas did I get that extended or broadened my thinking in new directions?

Challenge: What challenges or puzzles have come up in my mind from the ideas and information presented?



■ **Practise visible thinking strategies and techniques**

Throughout this book, we have presented you with activities that make use of visible thinking strategies and techniques. If you would like to explore further visible thinking routines, you might like to refer to Project Zero’s Thinking Routine Toolbox, developed in partnership with Harvard University’s Graduate School of Education. You can access it using the QR code.

■ **Transfer skills: utilizing skills and knowledge in multiple contexts**

■ **Apply skills and knowledge in unfamiliar situations**

The ability to **transfer** and apply the skills and knowledge you gain within the different subjects to new, unfamiliar situations is the ultimate goal of MYP learning. Before you can show evidence of the application of skills and knowledge in new situations, you will need to identify the subject-specific skills and knowledge that are relevant to your project.

ACTIVITY: ACTIVATING PRIOR LEARNING

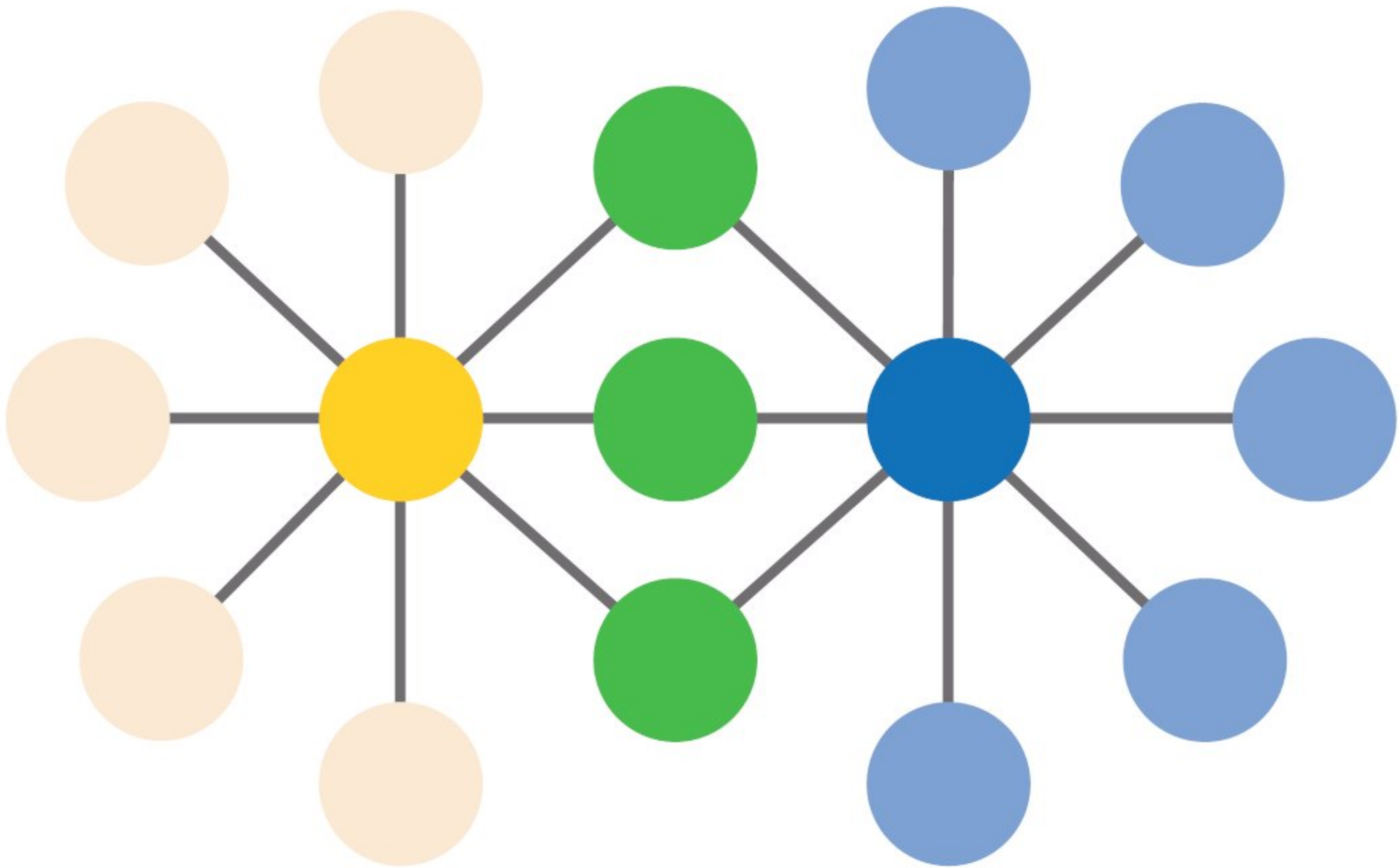
LEARNER PROFILE ATTRIBUTES

Inquirer Knowledgeable Thinker

You might brainstorm prior learning by using a graphic organizer. There are many different graphic organizers which might work for this purpose, but a simple cluster diagram is a good place to start. Place your learning goal or product in the inner circle and then brainstorm all of your subject-specific skills and knowledge that might be relevant (see below).

To show connections between subject groups, you might use a 'double bubble map' (see below). Choose the two subjects which are most relevant to your project and place them in the centre circles. In the circles which radiate from the individual subjects, you can add the individual subject-specific knowledge and/or skills which you have applied to your learning goal or product. In the circles which connect to both of the inner circles (the individual subjects), you can add the knowledge and/or skills which overlap across both subjects.

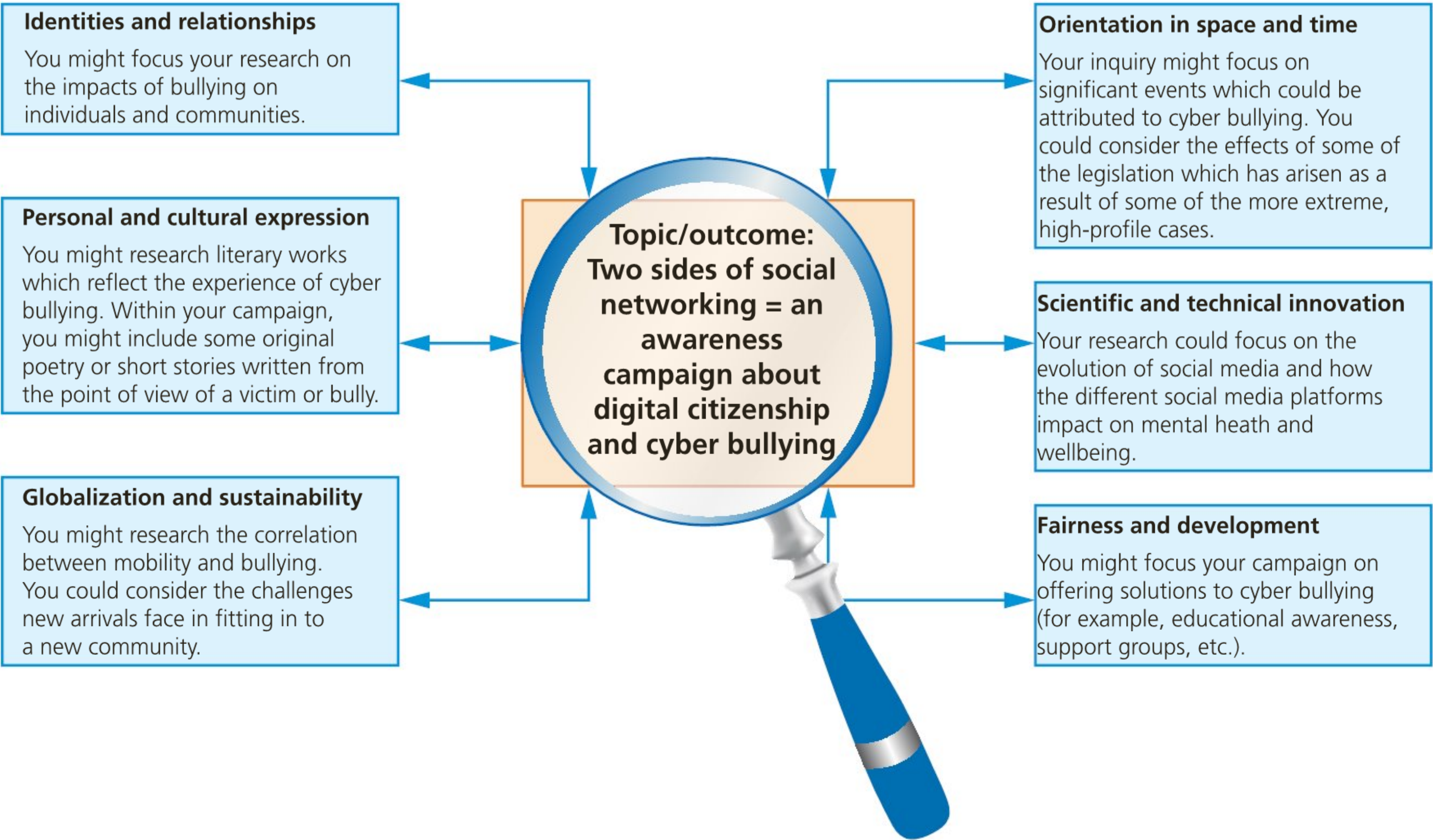
Be sure to reflect on how you have **applied** that prior learning to your product. Evidence of this might be shown through a written reflection, images, multimedia or a combination of media.



■ **Inquire in different contexts to gain a different perspective**

If you choose to focus your learning goal through a global context lens, this will have an impact on your inquiry and, potentially, on your product. The global context should not be an add-on at the end, but should form an integral part of your inquiry from the very early stages of the process.

An example of how your inquiry process may be affected by the global context you choose is shown here:



ACTIVITY: CONSIDERING DIFFERENT CONTEXTS

LEARNER PROFILE ATTRIBUTES
Inquirer Thinker Open-minded

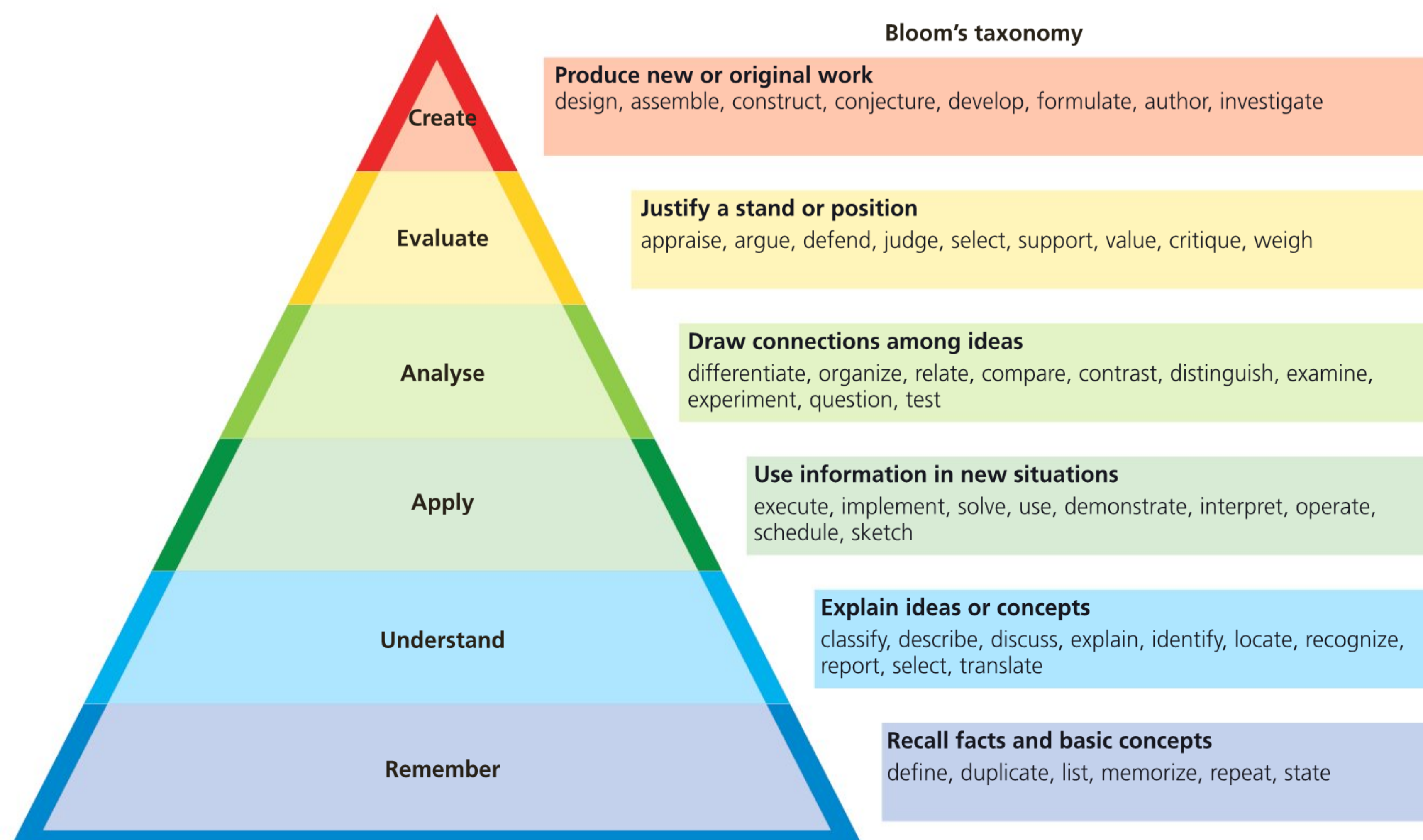
Create a mind map similar to the example image. Place your personal project idea in the centre and think about how the global context changes your inquiry.

You can complete this activity at any stage of the project. If you do this in the early stages of planning you might complete several of these mind maps – one for each idea you have. If you complete this activity towards the end of the project you could reflect on how using a different global context might have changed your inquiry or the end product.

■ Combine knowledge, understanding and skills to create products and solutions



The personal project is your opportunity to combine all of the knowledge you have acquired and the skills that you have developed over the years to create something new – whether that is a new product or a solution to an existing problem. Creation might seem simple enough, but it actually involves the highest level of thinking skills. This is represented below in Bloom's taxonomy; **'create'** is at the top of the pyramid. To learn more about Bloom's taxonomy and the different levels of thinking, you can watch a video using the QR code.



ACTIVITY: YOUR JOURNEY TO CREATION

LEARNER PROFILE ATTRIBUTES

Thinker Risk-taker Reflective

Trace your journey towards the completion of your product using Bloom's taxonomy. You might want to do this using words; creating more of a narrative

of your learning. You could create and fill in a blank pyramid to document your levels of thinking. Or you may wish to adapt this into more of a visual storyboard. Whichever way you choose to present your thinking, make sure it is clear **how** you worked towards the creation of your product.

Collecting evidence of ATL skills

At the end of the personal project, you will select **pieces of evidence** to demonstrate the ATL skills that have had the most impact on your project. One piece of evidence must support your analysis of how ATL skill(s) were applied to extend your learning goal, and another piece of evidence must support your analysis of how ATL skill(s) were applied to achieve your product.

Your evidence might include any of the activities you have completed from this chapter. Or you may prefer to take a more independent approach. In either case, evidence may include:

- visual-thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines and action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self- and peer-assessment feedback.



ACTIVITY: ATL SKILLS LOG

LEARNER PROFILE ATTRIBUTES

ThinkerReflective

It would be a good idea to track your use of ATL skills throughout the project, for example by using a log like the one below so that the process of selecting evidence is easier for you. You can add as many rows as you need. If you are using a digital platform to organize your process documentation, like Google Drive, you could turn this into a HyperDoc, with links to each entry, making it easier to locate evidence from one central record.

A printable version of this log can be accessed using the QR code.

ATL skill category	ATL skill	Process documentation entry/Activity	Evidence in learning goal	Evidence in product

Supervisor check-in

- Share the documentation of your process with your supervisor. Your supervisor will need to see evidence of ongoing thinking and reflection.
- Share your challenges in the process of creating your product and how you have overcome them by employing one or more ATL skill(s).
- With each supervisor check-in, make sure you record the key points from your meeting and reflect on how you have taken their feedback on board.

CHAPTER SUMMARY KEY POINTS

- The personal project is your opportunity to consolidate the ATL skills you have developed throughout your MYP journey and apply them in a new context.
- There are five ATL skill categories: Communication, Social, Self-management, Research and Thinking. Each category has its own skill clusters.
- You will apply skills throughout the process of completing your personal project, so do not think of this objective/criterion as 'Step 2'. The inquiry process is not linear!
- You will need to address explicitly the following in your report:
 - **explain** how the ATL skill(s) was/were applied to help achieve your learning goal
 - **explain** how the ATL skill(s) was/were applied to help achieve your product.
- You will need to provide evidence in your report to demonstrate the ATL skills that have had the most impact on your project.

Reflecting

Action

Reflect on how well you are achieving your desired outcome. Is there anything you would like to change?

Inquiry

Reflect on your inquiry. Which of the learner profiles are you demonstrating?

Reflecting

Reflection is a key part of the inquiry cycle, and should be repeated throughout your project.

Reflecting

■ ATL skills

- Collaboration skills
- Affective skills
- Reflection skills
- Transfer skills

LEARNER PROFILE ATTRIBUTES

Communicator Open-minded Reflective

Reflection is not something that happens just at the end of the project; it is part of the whole process. Reflection is a key component of the inquiry cycle, and this cycle can, and should, be repeated multiple times throughout the project. It is only through engaging in multiple, iterative cycles of inquiry that you will be able to demonstrate the highest levels of achievement.

EXPERT TIP

Reflection is not a linear process, so you will likely reflect on different elements of the project at different stages of the process. Indeed, many of the activities that you completed in Chapter 4 involved some element of reflection. It is important to reflect regularly in your process documentation, not just in the report, on the areas addressed below. Your report will pull all of these reflections together at the end.

Reflecting on the impact of the project on yourself or your learning

Completing the personal project is a significant milestone in your MYP journey. Throughout the experience you will have drawn on much of the knowledge you have gained, and many of the skills you have developed throughout your MYP studies. It is now time to reflect on the impact of your project and how you have developed as an IB learner.

■ Reflecting on the knowledge you have gained

By the end of your project, you will have no doubt acquired a great deal more knowledge about your learning goal than you had at the beginning. It is important to reflect on what, specifically, you have learned. Did you learn more about a particular subject? Did you learn a new skill, or develop an existing skill? When documenting the process, you should include specific evidence of how completing the project has extended your knowledge and understanding of your topic.

ACTIVITY: KNOW–WANT TO KNOW–LEARNED

■ ATL skills

- Reflection skills: Consider content – What did I learn today? What don't I understand yet? What questions do I have now?
- Transfer skills: Make connections between subject groups and disciplines.

You might like to complete a Know–Want to know–Learned (KWL) chart at the beginning and end of the project to show how your knowledge and skills have evolved throughout the process of inquiry. At the beginning you can record what you already know

about your topic and what you want to learn through your inquiry. At the end you can record what you have learned as a result of your inquiry.

K: What do I already KNOW about my chosen topic?

W: What do I WANT to learn through my process of inquiry?

L: What have I LEARNED? What knowledge have I gained or skills have I developed? How have I **applied** that knowledge to the development of my product?

K	W	L

■ Reflecting on the skills you have developed

In the previous chapter, you were presented with several opportunities to deliberately practise specific ATL skills. It is important to pause now and reflect on your competence in those skills. This reflection on skills development is called **metacognition**, which is defined simply as an awareness or analysis of one's own learning or thinking processes. Metacognition is key to becoming a self-regulated learner, which is one of the main aims of the IB programmes.

ACTIVITY: ATL SELF-REPORT

■ ATL skills

- Reflection: Consider ATL skills development – What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?

You can complete the following self-report at any stage of the project. Give yourself a specific time frame in which to reflect on your competencies in relation to specific skills. The left-hand column has been left blank for you to fill in the ATL skill of your choice. You might want to focus on one ATL skill category (Communication, Social, Self-management, Research or Thinking), or you might want to focus on a few key skills within one category. Tick off the relevant level that you feel you are working at for each skill: novice, learner, practitioner or expert. You might want to include a short explanation or justification for that level.

A printable version of this template can be accessed using the QR code.



Skills to be focused on this week/month/term	Novice Observing others	Learner Copying others	Practitioner Demonstrating to others	Expert Teaching others

- Reflecting on your development as a learner

Throughout your MYP studies you will have developed as an IB learner. Just as you will have reflected on which ATL skills you have developed throughout the project, you should also reflect on which of the learner profile attributes you have demonstrated and **how**. For example, have you been a risk-taker? Has your topic required you to be open-minded? Have you become more reflective? Although you will address this most explicitly in relation to Criterion C, your development as an IB learner, which includes the learner profile traits and the ATL skills, is an element which lies at the heart of the project and should be considered and reflected on from the initial stages of the process.

ACTIVITY: REFLECTING THROUGH THE LENS OF THE LEARNER PROFILE

■ ATL skills

- **Affective skills:** Practise 'bouncing back' after adversity, mistakes and failures; practise dealing with disappointment and unmet expectations.
- **Reflection skills:** Identify strengths and weaknesses of personal learning strategies (self-assessment); consider ATL skills development.

Think–Pair–Share

- 1 How have you developed as an IB learner (using the learner profile)? What qualities do you think you have demonstrated, and how?
- 2 Consider the strengths and weaknesses you have displayed in completing your project.
- 3 What specific challenges did you face, and how did you overcome those challenges?
- 4 What impact do you think this project could have on your future learning?



■ Reflecting on the impact of the personal project

You will also need to consider the wider impact of the personal project. Because the project consists of a learning goal **and** a product, the project can have a variety of impacts on yourself and/or the communities to which you belong or have contributed.

Possible impacts of the learning goal	Possible impacts of the product
Develops specific ATL skills	Meets a need in the community
Extends knowledge about an area of interest	Showcases your skills or abilities
You gain confidence by completing an independent project	

ACTIVITY: CONSIDERING YOUR IMPACT

■ ATL skills

■ Reflection skills: Consider ethical, cultural and environmental implications.

When considering the impact of your personal project, it might be helpful to consider some of the words which are synonymous with **impact**: for example, change, effect, outcome, benefit, result. Think about the **difference** that your project has made to yourself or your community; for example, your school community or a community that you might have served as a result of completing your learning goal.

You might like to reflect individually on the following questions or you might turn them into a survey for members of your community to complete.

- What difference has your project made (to you or others)?
- What changes/benefits can you see as a result of your project?
- How have people changed (for example, mindset, behaviours, actions)?

The website for the UK organization Just Act has some useful tips on how to measure the impact of a project. Their emphasis is on community-oriented projects, which might not be relevant to all personal project types, but there are still some useful tips on how to gather and present evidence of impact.



EXPERT TIP

It is important to remember that the process can have a positive impact even if the product is not successful.

Reflecting on the success of your product

The second strand of Criterion C considers how you evaluate the quality of your product or outcome against the criteria you set for yourself in the beginning stages of your project. In order to reach the top mark band, you will have to evaluate the product or outcome against all of the criteria, identifying the strengths, weaknesses and possible improvements you could have made to the product or outcome.

ACTIVITY: EVALUATING YOUR PRODUCT

■ ATL skills

- Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment).
- Transfer skills: Combine knowledge, understanding and skills to create products or solutions.

Think back to the criteria, or specifications, you created during the planning stage of your project. In what ways can you measure the success of your product against each of these criteria? To do this, you may want to make a list of quantifiable versus qualifiable criteria. You can add or delete columns depending on the number of specifications you set yourself.

A printable version of the table below can be accessed using the QR code.



	Specification 1	Specification 2	Specification 3	Specification 4
Fully meets expectations				
Mostly meets expectations				
Partially meets expectations				
Begins to meet expectations				

EXPERT TIP

Even if the product or outcome fails, that does not mean that the **project** is a failure. Deep and meaningful learning often comes from failure. In fact, learning to accept and deal with failure plays an important role in your ability to develop resilience. Thinking back to the sections in Chapter 4 where we addressed the skills of practising **analysing and attributing causes for failure** and practising **dealing with disappointment and unmet expectations**, can help you reframe any negative feelings that might have arisen. As long as you reflect honestly and objectively on the causes of failure – and what you have learned from the experience – you can still achieve personal project success.

Supervisor check-in

- Share your reflections with your supervisor during your meetings. Among other questions, you could consider the following:
 - What new insights have you gained into your chosen learning goal?
 - What challenges have you faced that you did not anticipate? How did you overcome those challenges?
 - What skills have you developed?
 - How have you grown as a learner?
 - What impact has your project had on you or your community?
 - How can you measure the success of your product using the specifications you created in the planning phase?

CHAPTER SUMMARY KEY POINTS

- Reflection is not a linear process. It is part of the inquiry cycle and will form part of all stages of the project.
- You should show evidence of ongoing reflection within your process documentation and report.
- Even if the product 'fails', the project can still be a success.
- There are two specific aspects of reflection which you will need to address explicitly in your report:
 - **explain** the impact of the project on yourself or your learning
 - **evaluate** the product based on the success criteria.

Reporting the personal project

Structure

- The report should be presented in sections based on the personal project objectives: planning, applying skills and reflecting.

The report should include evidence of all the strands of the assessment criteria.

Format

- The project report is distinct from the product. The project report is a formal reflection on the process.
- The report can either be written or a combination of written and recorded.

Academic honesty

- Academic honesty must be practised throughout the process, and all sources must be acknowledged according to recognised conventions.
- You will be required to submit an academic honesty form to the IB as part of the moderation process. This form will need to be signed by your supervisor to authenticate your work.

Reporting the personal project

■ ATL skills

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills

LEARNER PROFILE ATTRIBUTES

Knowledgeable	Communicator	Principled	Reflective
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The final stage of the personal project is to present the process you have engaged in to achieve your learning goal and create your product. By now you will have demonstrated a wide variety of ATL skills and discovered much about yourself as a learner and project manager. The report is the final stage where you can present your process and capture the highlights of the experience.

As seasoned, or new, MYP students, you will most likely have a clear grasp of the MYP command terms. They may have been explicitly taught or implicitly embedded into all your MYP learning experiences within each subject. When it comes to creating your personal project report, the command terms are key to creating a successful report. You will notice that the command terms have been emphasised in order to help you know how to communicate your personal project process with clarity.

Your challenge is to produce a high-quality report that:

- demonstrates a thorough process
- communicates a comprehensive, nuanced (complex) understanding of the process of learning independently through all stages of the cycle of inquiry
- consistently demonstrates sophisticated (complex and knowledgeable) critical thinking
- successfully transfers knowledge and approaches to learning skills into the project with independence. (IBO, 2021)

By following the recommended structure outlined in this chapter, you can develop a high-quality report that addresses each of the personal project objective strands.

Possible formats of the report

Before looking at how to address each strand of the personal project objectives, it is important to establish the format and requirements, or creative constraints, of your report. There are multiple ways that you can present your personal project report. How you choose to present your report is entirely up to you.

You may choose to present a written document or a mixed format that includes both written and recorded text. How you present the report within these formats is up to you and can be decided in collaboration with your supervisor.

The table below provides you with the parameters, or creative constraints, of your report and your chosen format. If you have chosen to create only a written report you may have a maximum of 15 pages. A mixture of both written and recorded needs to be carefully organized following the time frame and page allotment provided below.

Document File types: .doc, .docx, .pdf (non-editable), .rtf	Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	No recording
14 pages	1 minute
13 pages	2 minutes
12 pages	3 minutes
11 pages	4 minutes
10 pages	5 minutes
9 pages	6 minutes
8 pages	7 minutes
7 pages	8 minutes
6 pages	9 minutes

The following requirements also need to be adhered to when presenting your personal project report:

- 1 To ensure that the written part of the report is clearly legible, each page must have a minimum:
 - ☐ 11-point font size
 - ☐ 2 cm margins.
- 2 Evidence presented in images must be clearly visible at the size submitted.
- 3 Audio and video must be recorded and submitted in real-time.
- 4 Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
- 5 The bibliography should be uploaded separately and is not included in the page limit.
- 6 Do not include a title page; if included, it will count towards the page limit.

Consider how you will present your report and, as you make your final decision, ensure that you have considered the requirements outlined above.

Using the assessment criteria

Whatever format of report you choose, you must address each strand of the assessment criteria. Think of the assessment criteria as your skeletal outline. The criteria can serve as your section headings, and the individual strands are the points or focus areas you will develop in further detail within each section.

■ Top tips for creating a written report

- Use the assessment criteria to structure your report. A written report should have identifiable sections which align with each of the criteria. You may also wish to label each sub-section according to the different strands of the criteria.
- The personal project report is a **reflective** report. Therefore, your voice should come through loud and clear. This may be a new style of writing for you as many subject teachers advise a more objective voice; some teachers may have explicitly told you not to use first person in your essays. In the personal project report, you should be actively reflecting on your own experiences as an IB learner.
- Cite any material which is not your own in both the body of your report and in the bibliography.
- Use a recognized referencing system for citing your sources. (There is more on this later in the chapter.)
- Proofread – more than once – for errors in spelling, grammar and sentence structure.

■ Top tips for creating a recording

- Use the assessment criteria to structure your report.
- Less is more when it comes to visuals. Do not overload your visuals with text; your audience are unlikely to take the time to read it. Remember that **you** are the presentation; any accompanying visuals that you prepare should serve as an aid, not a distraction.
- By all means, use note cards as prompts during the recording, but if your face is visible do not read directly from them. Nothing turns an audience off more than a presenter who is unengaging.
- As above, remember to engage with your audience. Make eye contact, be aware of any nervous tics you may have (for example, pacing back and forth or nail-biting). Talk **to** the audience, not **at** them. For inspiration, watch some TED Talks in order to see how the professionals do it.
- Pace yourself carefully. Do not rush through the material. Present clearly and coherently.
- Acknowledge any sources that you refer to in your report. This would be the equivalent of in-text citation for a written report.
- Practise, edit, refine. Perform your oral report for a friend, family member or in front of a mirror before you deliver it live. Use the digital tools available to you to create your recording to edit and refine.

EXPERT TIP

You might start creating your report before you have fully completed your project. If this is the case, it is important to remember to communicate in the past tense. Your process journal or alternative mode of documentation is a place to record the development of your project, which includes more immediate, 'real-time' reflection, but the report is a reflection on the entire process.

Addressing the assessment criteria

The following information in this chapter is designed to provide a step-by-step approach to crafting your personal project report. You will notice that the command terms are clearly articulated to provide you with the support needed to ensure your report is as clear as possible.

The report is broken down to reflect the following process: the **what** of the personal project process, the **how** of the personal project process and the **why** of the personal project.

■ Criterion A: Planning

- ☐ You discuss **what** you did in your project.

■ Criterion B: Applying skills

- ☐ You show **how** ATL skills contributed to the learning goal and the product.

■ Criterion C: Reflecting

- ☐ You report on **why** you did the project.

■ Criterion A: Planning

This part of the report is where you report on **what** you have accomplished in your personal project.

You should be able to:

- state a learning goal for the project and explain how a personal interest led to that goal
- state an intended product and develop appropriate success criteria for the product
- present a clear, detailed plan for achieving the product and its associated success criteria.

Within this section of the report, you need to discuss what you did in your project using the objective strands as your prompt.

You need to ensure you provide evidence addressing the strands from your personal project documentation. The report requires that you curate your documentation by carefully organizing and selecting key pieces of evidence to support your discussion.

The personal project objectives have been broken down strand by strand so you can easily follow the steps required to create a successful report. In the second column you can find suggestions for the types of evidence you can select from your personal project documentation.

EXPERT TIP

Pay careful attention to the command terms in each objective strand. The command term is your guide for the level of specificity and can help you effectively manage the time you place into each section of the report. For example, the command term ‘state’ requires a brief response, whereas the command term ‘explain’ requires a detailed response.

- **State** (give a specific name, value or other brief answer without explanation or calculation) a learning goal for the project and **explain** (give a detailed account including reasons or causes) how a personal interest led to that goal.

Personal project objective	Suggestions for curated evidence from your documentation
<ul style="list-style-type: none">● State the learning goal for your personal project.● Explain how a personal interest led to you selecting this learning goal.	<ul style="list-style-type: none">● Reflections of how you arrived at your learning goal.● If you have created Golden Circles or a SOAR scaffold to organize your goal setting, this can serve as evidence of your learning goal.● Justifications and explanations of prior learning and subject knowledge that influenced your decision to choose this learning goal.

- **State** (give a specific name, value or other brief answer without explanation or calculation) an intended product and **develop** appropriate success criteria for the product.

Personal project objectives	Suggestions for curated evidence from your documentation
<ul style="list-style-type: none">● State the intended product that was created as a result of you achieving your learning goal.● Present the success criteria you developed at the start of the project.<ul style="list-style-type: none">○ You might discuss how your success criteria guided the creation of your product.○ You might discuss modifications and adjustments you may have had to make to your success criteria.	<ul style="list-style-type: none">● Documentation of how your learning goal leads to an intended product.● Examples of the success criteria you have developed. This may be:<ul style="list-style-type: none">○ success criteria rubric○ pathways to success○ checklist○ single-point rubric.

- **Present** (offer for display, observation, examination or consideration) a clear, detailed plan for achieving the product and its associated success criteria.

Personal project objectives	Suggestions for curated evidence from your documentation
<ul style="list-style-type: none">● Present the detailed plan you created in order to achieve your learning goal and create your product.<ul style="list-style-type: none">○ You might discuss how you set both short- and long-term goals.○ You might discuss how the success criteria you developed helped you put your plan for achieving the product into action.	<ul style="list-style-type: none">● Documentation of the action plan you developed. This may be:<ul style="list-style-type: none">○ iceberg structure○ Ishikawa○ Gantt chart○ Kanban board○ Scrum board○ diary and calendar.● Reflections of how you used your self-management skills to follow the plan you developed.

■ Criterion B: Applying skills

This part of the personal project report is where you report on **how** ATL skills contributed to the learning goal and the product.

You should be able to:

- explain **how** the ATL skill(s) was/were applied to help achieve your learning goal
- explain **how** the ATL skill(s) was/were applied to help achieve your product.

It is a good idea to organize this part of your personal project report into two sections beginning with the learning goal as the first section and the product as the second section. This will help you curate evidence in a logical and coherent manner.

The recommendations in the table below make careful mention of the distinction between the learning goal and product. The first column focuses on the learning goal, the second column on the product and the third column provides suggestions for the type of evidence you may choose to select from your personal project documentation to support your explanation.

This part of the report requires purposeful curation skills. Identify the ATL skill(s) that have enabled you to achieve your learning goal and product. Curate the ATL skills that you have demonstrated that have had the **most impact** on your personal project.

When you have identified the ATL skill(s), ensure you can answer 'yes' to the following criteria:

- I can give a detailed account of how the ATL skill(s) have enabled me to achieve my learning goal and product.
- I can provide reasons for how the ATL skill(s) have enabled me to achieve my learning goal and product.
- I have evidence from my personal project documentation that can support my explanation of how the ATL skill(s) have enabled me to achieve my learning goal and product.

EXPERT TIP

Make sure you use the command term **explain** to guide how you respond to the criteria. For example, explain how the ATL skill(s) was/were applied to help you achieve your learning goal and your product by providing reasons or causes accompanied by supporting evidence from your personal project documentation.

- **Explain** (give a detailed account including reasons or causes) how the ATL skill(s) was/were applied to help achieve your **learning goal**.
- **Explain** how the ATL skill(s) was/were applied to help achieve your **product**.

Personal project objectives		Suggestions for curated evidence from your documentation
Self-management skills		
Organization skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied organizational skills to help you achieve your learning goal.	<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied organizational skills to help you achieve your product.	<ul style="list-style-type: none">Evidence of the technology you have selected and used effectively and productively.Evidence from your documentation showing how you followed the action plan to achieve your learning goal and product.Reflections on organizational skills that you have developed throughout the process.
Affective skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied affective skills to help you achieve your learning goal.	<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied affective skills to help you achieve your product.	<ul style="list-style-type: none">Evidence of reflections on mindful strategies you employed throughout the personal project to manage your state of mind.Reflections on how celebrating the accomplishments of short-term goals helped you achieve long-term goals.Evidence of how you employed MoSCoW goal setting strategies to set short-term and long-term goals.Evidence of the ABCs of stress management.Evidence of the Compass Points thinking routine.Evidence from the I Have, I Am, I Can resilience strategy.
Communication skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied communication skills to help you achieve your learning goal.	<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied communication skills to help you achieve your product.	<ul style="list-style-type: none">Reflections from how you may have used the What Went Well, Even Better If.Reflections of How Else and Why?
Collaboration skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied collaboration skills to help you achieve your learning goal.	<ul style="list-style-type: none">Provide a detailed account that includes reasons and/or causes for how you have applied collaboration skills to help you achieve your product.	<ul style="list-style-type: none">Evidence from the Circles of Action activity you may have engaged in, in order to advocate for yourself and identify layers of support.Reflections on how you have managed and resolved conflicts that may have arisen throughout the process of achieving your learning goal and product.Reflections on how you have developed leadership skills throughout the process of achieving your learning goal and/or product.Evidence of the TAG peer feedback routine you may have used in order to receive feedback on the progress you have made in achieving your learning goal and product.

Personal project objectives		Suggestions for curated evidence from your documentation
Research skills		
Information literacy skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied information literacy skills to help you achieve your learning goal. 	<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied information literacy skills to help you achieve your product. 	<ul style="list-style-type: none"> Evidence of how you have used the OPVL source analysis process to research and achieve your learning goal and product. Evidence of how you have used the CRAAP test to ensure the sources of information you are accessing are sufficient and trustworthy for helping you achieve your learning goal and product.
Media literacy skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied media literacy skills to help you achieve your learning goal. 	<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied media literacy skills to help you achieve your product. 	<ul style="list-style-type: none"> Reflection on how you have used Stop, Look, Listen to investigate the trustworthiness of information you have used to achieve your learning goal and product. Reflection of how you have used the True For Who? thinking routine to think about your learning goal and/or product from the perspective of others.
Thinking skills		
Critical-thinking skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied critical-thinking skills to help you achieve your learning goal. 	<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied critical-thinking skills to help you achieve your product. 	<ul style="list-style-type: none"> Evidence of the 3-2-1 Bridge that shows how knowledge of your learning goal has developed throughout the process of seeking to achieve your learning goal and/or product. Reflection on how you have overcome obstacles as you sought to achieve your learning goal and product.
Creative-thinking skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied creative-thinking skills to help you achieve your learning goal. 	<ul style="list-style-type: none"> Provide a detailed account that includes reasons and/or causes for how you have applied creative-thinking skills to help you achieve your product. 	<ul style="list-style-type: none"> Reflections on how you have solved problems and created solutions as you have sought to achieve your learning goal and/or product. Evidence of the Connect-Extend-Challenge thinking routine and other thinking routines you may have used as you have sought to achieve your learning goal and product.

Personal project objectives		Suggestions for curated evidence from your documentation
Transfer thinking skills		
Learning goal	Product	Suggested curated evidence
<ul style="list-style-type: none">● Provide a detailed account that includes reasons and/or causes for how you have applied transfer thinking skills to help you achieve your learning goal.	<ul style="list-style-type: none">● Provide a detailed account that includes reasons and/or causes for how you have applied transfer thinking skills to help you achieve your product.	<ul style="list-style-type: none">● Evidence of the scaffolds you may have created to organize and apply the prior knowledge you can transfer to achieving your learning goal and product.● Evidence of the scaffolds you may have used to inquire into your learning goal through the lens of multiple contexts.● A reflection of how your process to achieving your learning goal and product has been a progress through Bloom's taxonomy.

■ Criterion C: Reflecting

This part of the personal project report is where you report on **why** you did the project.

You should be able to:

- explain the impact of the project on yourself or your learning
- evaluate the product based on the success criteria.

Within this part of the personal project report you will focus on reflecting on the impact of your project and you will refer back to the success criteria and evaluate the product you have created.

- **Explain** (*give a detailed account including reasons or causes*) the impact of the project on yourself or your learning.

Personal project objectives	Suggestions for curated evidence from your documentation
<ul style="list-style-type: none">● Provide a detailed account that includes reasons and/or causes for the impact of the project on yourself or your learning.<ul style="list-style-type: none">○ You might choose to explain the impact of making progress on your learning goal and product and the impact this has had on yourself and your learning.○ You might choose to explain the way you have grown as a learner, such as improvement in the ATL skills or IB learner profile attributes.○ You might choose to explain ways you have grown or changed as a result of the project.	<ul style="list-style-type: none">● Evidence of your ATL self-report that shows your ATL skills progress and the impact this has had on you as a learner.● If you chose to frame your personal project learning goal and product through a global context, you might include evidence from your group discussion on the global context and its impact on yourself as a learner and your project.● Reflection on the Think-Pair-Share discussion you may have engaged in regarding how you developed characteristics of the learner profile attributes.● Reflection on how you have personally grown as a result of the project.

- **Evaluate** (make an appraisal by weighing up the strengths and limitations) the product based on the **success criteria**.

This part of the personal project requires you to refer back to the success criteria you developed at the planning stage of the project. Using the criteria you created, evaluate your product. In order to get a balanced judgement, it is a good idea to ask peers, experts and perhaps even your supervisor to assess your product against the criteria.

Personal project objectives	Suggestions for curated evidence from your documentation
<ul style="list-style-type: none">● Evaluate the product based on the success criteria, fully supported with specific evidence or detailed examples.<ul style="list-style-type: none">○ Discuss the strengths and limitations of your product using your success criteria.○ Determine which level you believe your product can be assessed as having achieved and justify and explain your reason.○ Discuss the strengths of your product.○ Discuss the limitations of your product and how you might improve it.	<ul style="list-style-type: none">● Strategically select direct evidence from your product and feedback you may have received.● Provide specific examples from your product to support your evaluation.

Guidance for recorded reports

If you have chosen to present a recording for your report, you may wish to create a storyboard to help organize your ideas and ensure you address each of the objective strands.



ACTIVITY: STORYBOARD

■ ATL skills

- **Organization skills:** Create plans to prepare for summative assessments (examinations and performances).

Complete a storyboard, or visual plan, for an oral report (using, for example, Microsoft®

PowerPoint™ or Google Slides, Prezi®). In the box, you could sketch or list in bullet points what to include in the visual element of your report. The lines underneath allow space for you to write out a brief script of what you intend to say that may not be included in the visual component.

A printable storyboard template can be accessed using the QR code.

Storyboard template

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Academic honesty

Academic honesty involves producing work which is original and, where relevant, acknowledging the work of others who have influenced your own work. Academic honesty is a guiding principle of all academic institutions and organizations, including the IB. The philosophy of academic honesty aligns very closely with the learner profile. As **principled** learners, '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.'

There are many forms of academic dishonesty, but due to the nature of the personal project, those which are most applicable in this context are plagiarism, collusion and fabrication.

Plagiarism: Plagiarism is using work from another source without acknowledging that source. Plagiarism may be deliberate or unintentional; either way, it is still considered 'stealing'. Any ideas which are not your own must be cited.

Collusion: Collusion is when two or more students work together on an assignment which is meant to be independent. This is different from collaboration, which is an important aspect of the approaches to learning. Collusion is a deliberate act and might involve copying from a classmate.

Fabrication: Fabrication includes inventing or misrepresenting information. This could include making up data in the experimental sciences, using fictional case studies (presented as real-life case studies) in the human sciences, or reflecting on experiences which did not happen to you.

Academic misconduct could have far-reaching consequences and future implications on your academic career. If you are caught practising academic dishonesty in the IB Diploma Programme, you could risk losing your Diploma. At university level, you could potentially face expulsion. Outside of the academic world there have been several high-profile cases of plagiarism which have led to legal proceedings. Even claims which are not proven have tarnished reputations. Singer-songwriter Bob Dylan was hit with plagiarism claims when it was suggested by writer Ben Greenman that a quote Dylan referenced in his 2016 Nobel Prize acceptance speech was lifted from SparkNotes.

EXPERT TIP

Many schools now use plagiarism-checking websites such as TurnItIn™ to check for originality. The IB also uses plagiarism-checking software. It is not worth the risk to your academic reputation to submit work which is not 100% original or appropriately sourced. If in doubt, always cite!

EXPERT TIP

It is important to acknowledge that different cultures may have different attitudes towards academic honesty. Whatever your own personal views on academic honesty may be, you must follow the guidelines set out by the IB. As such, you will be expected to submit an academic honesty form, signed by your supervisor, as part of the moderation process.

Further guidance on academic honesty

There are several resources available online to give you further information on academic honesty, including:

Academic honesty in the IB educational context (use the QR code to access the IB website and download the 'Academic honesty in the IB educational context' pdf).



Effective citing and referencing (use the QR code to access the IB website and download the 'Effective citing and referencing' pdf).



You can also view the winning film from the IB's 2016 Academic honesty film competition (MYP), available on the IB Community Blog.



ACTIVITY: PEER OR SELF-ASSESSMENT

■ ATL skills

- Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences.
- Collaboration skills: Give and receive meaningful feedback.
- Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment).

Exchange a preliminary draft of one of the sections of your report with a peer. If you have chosen to complete a report in a different format, you can give them a brief plan or talk through your ideas as a sort of 'rehearsal' for the recorded report.

Use the assessment criteria to ensure that your peer has included all of the relevant points within that section. Give your peer constructive feedback on what works well and what needs further improvement. When giving your feedback, consider the following:

- 1 How well developed are the ideas?
- 2 Have they effectively followed the command terms as a guide for how to respond to each strand?
- 3 Do they provide sufficiently detailed examples to support each of the strands of the assessment criteria?
- 4 How clear and coherent is the communication?

You could also complete this as a self-assessment exercise.

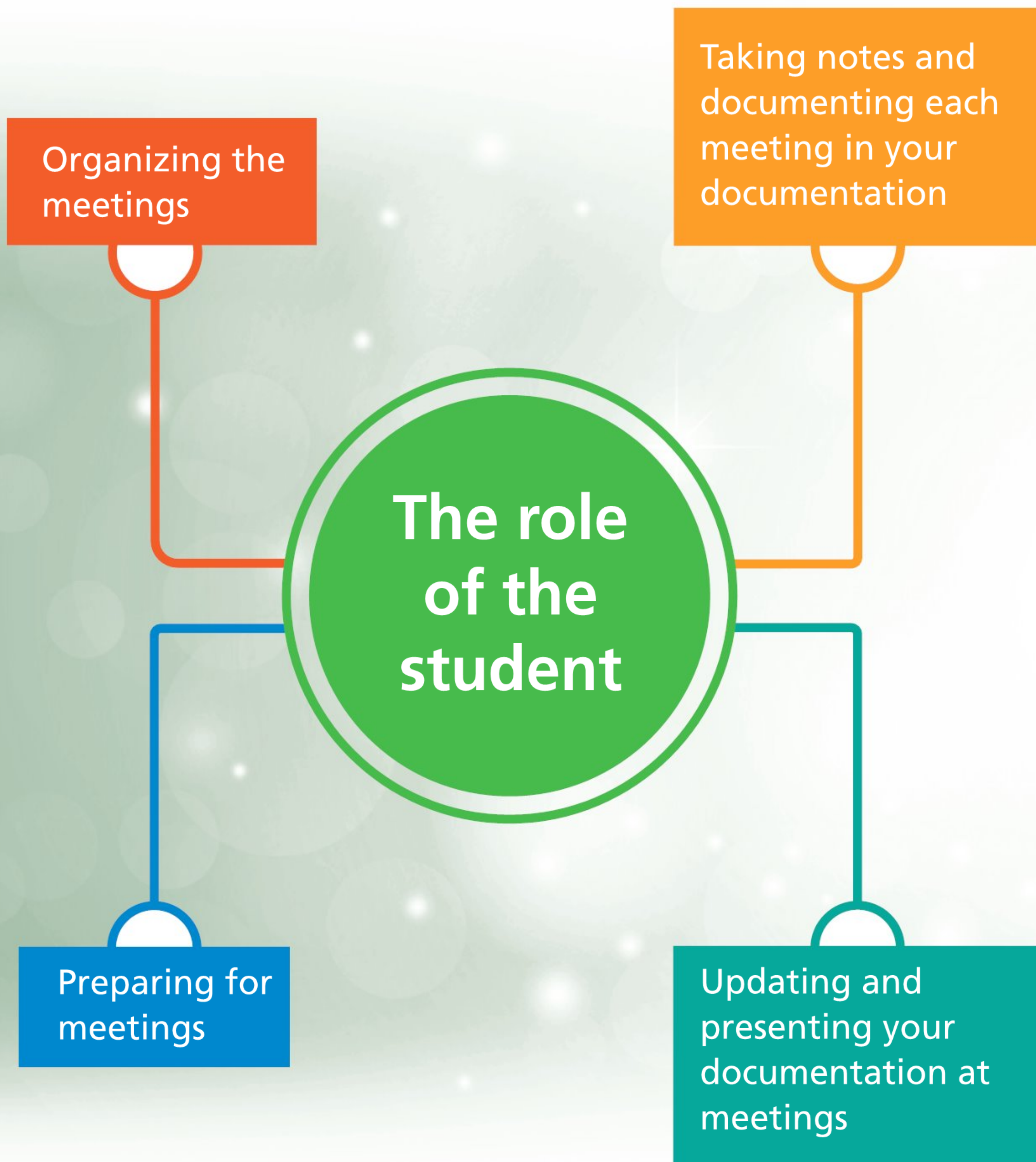
Supervisor check-in

- Ask your supervisor for advice if you are unsure of the style of report to complete.
- Share a running bibliography with your supervisor throughout the different stages of the project.
- Consult your supervisor on when and how to appropriately cite your sources.
- If appropriate, use your supervisor or teachers as subject experts. Remember to give them credit!
- The IB allows your supervisor to give you feedback on one complete draft of the report. Use this opportunity to gain constructive feedback – and act according to your supervisor’s suggestions. Remember: your supervisor is there to help and guide you towards success.

CHAPTER SUMMARY KEY POINTS

- The personal project report is distinct from the product. The personal project report is a formal reflection on the process.
- You have a choice of possible formats for your report.
- The report must be structured around the assessment criteria.
- Academic honesty must be practised throughout the process, and all sources must be acknowledged according to recognized conventions.
- You will be required to submit an academic honesty form to the IB as part of the moderation process. This form will need to be signed by your supervisor to authenticate your work.

The role of the student



The role of the supervisor



The role of the supervisor

■ ATL skills

- Organization skills
- Collaboration skills
- Communication skills

LEARNER PROFILE ATTRIBUTES

Communicator

Open-minded

Balanced

This chapter outlines the Who, Why, What and How of the role of your personal project supervisor and your interactions with them.

WHO is my personal project supervisor?

Your personal project supervisor is your support person to help you navigate the project independently and develop self-management skills outside of an MYP subject area classroom. As the personal project is an independent and self-managed project that does not form part of your MYP subject areas, your supervisor might be a teacher from any department, or a member of the school leadership team or support staff.

WHY does the IB require personal project students to have a supervisor?

Support, collaboration and feedback are important for all projects, both at school and beyond. The personal project is a significant project that requires support, collaboration and feedback in order for you to experience the benefits of personal project engagement. Your supervisor is crucial as this support person. Your supervisor is a key person to collaborate with regarding the overall process of your personal project and to provide you with timely, strategic and descriptive feedback.

WHAT is the role of your personal project supervisor?

The personal project supervisor is primarily a support role. Your personal project supervisor is your one-person cheer squad so your personal project experience can be an experience that empowers you to flourish and grow as a self-managed learner.

The supervisor's responsibilities are to:

- provide guidance to you in the process and completion of your project.

This guidance includes:

- ensuring the chosen project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- giving guidelines about the personal project
- providing a timetable with deadlines
- providing the assessment criteria for the project
- giving advice on how to keep and curate evidence of the process
- confirming the authenticity of the work submitted
- assessing the personal project using the assessment criteria included in Chapter 1.

Your school will set up the supervisor process, allocations and the sharing of personal project guiding information in ways that best suit your school context.

HOW can your personal project supervisor provide support, collaboration and feedback?

■ Your responsibility: organizing meetings

Employing your communication, media literacy and social skills, you will need to contact your supervisor to agree on an appropriate and regular time to meet. Your meetings are a time for you to share your ideas and progress, collaboratively discuss these ideas and your progress, and for your supervisor to provide you with feedback.

Once a time and location for the meetings has been confirmed, make sure you send your supervisor a meeting request so this meeting is added to their busy calendar.

Ensure you come prepared and ready to share, reflect and receive feedback. You need to show your supervisor how you are documenting your process at your personal project meetings. Make sure you take notes and document each meeting as evidence of your communication and social skills.

■ Your supervisor's responsibility: engaging in meetings

At your meetings, your supervisor will ask you how you are progressing and read through, or listen to, your documentation of the process and look at the evidence of ATL skills you have gathered. They will give you feedback and guidance based on what you have shared with them and ensure that you have the tools to go further.

A great tool to provide your supervisor with at the personal project meetings is the GROWTH model question starters. These question starters will help you analyse just where you are currently in your personal project at the time of the meeting, break down what needs to happen and help you set goals as a result of the support, collaboration and feedback your supervisor has given you.

G – Goals: What do you need to achieve?

R – Reality: What is happening now?

O – Options: What could you do?

W – Will: What will you do?

T – Tactics: How and when will you do it?

H – Habits: How will you sustain your success?

Make sure you connect with your supervisor regularly and reflect on your meetings and interactions with them in your process documentation. Remember, your supervisor is there to support you throughout the process of the personal project, so take their ideas and feedback on board and grow as an increasingly effective communicator and self-managed learner throughout the process.

Other sources of support

Your supervisor will be your main source of support during the personal project, but there are other members of your school and wider communities that you can rely on for additional guidance. Your school's personal project and/or MYP Coordinator has overall responsibility for coordinating the project. The librarian or resource specialist can help you with research skills, and with locating and sourcing resources; as well as contributing in other areas such as referencing and completing your bibliography. You might also want to seek out a subject specialist (either a teacher or a member of your community) who might be able to facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. Finally, your parents or guardians should not be ignored; they can provide emotional support and encouragement when times get stressful and they can also help you celebrate your successes. It is important to note that none of these additional supporting figures will have any part in the assessment of your project; that is the sole responsibility of your personal project supervisor.

Managing your time

Tips for successfully managing your time:

1 Create a realistic plan.

2 Re-evaluate throughout. Does your plan need adjusting? Are some tasks taking more or less time than you anticipated?

3 Checklists can help you keep track of your progress:

A spiral-bound notebook is shown, open to a page with a checklist table. The table has three columns: a task description, 'Started?', and 'Completed?'. The first five tasks have red checkmarks in both the 'Started?' and 'Completed?' columns. The remaining three tasks have red checkmarks in the 'Started?' column but are empty in the 'Completed?' column.

	Started?	Completed?
Decide on a topic/subject for your project	✓	✓
Goal statement	✓	✓
Set your objectives/outcome	✓	✓
Start your process documentation	✓	
Meeting with supervisor	✓	
Complete your research		
Take action		
Start writing report		

4 Remember to take breaks every now and then.

Managing the process and your time

■ ATL skills

- Organization skills
- Affective skills

LEARNER PROFILE ATTRIBUTES

Balanced Caring Principled

Growing as a balanced learner requires intentional planning, reflection and organization. Balanced learners understand the importance of balancing different aspects of our lives – intellectually, physically and emotionally – to achieve well-being for ourselves and others.

As MYP students in your final year of the MYP there are no doubt multiple commitments and responsibilities that require your focus and time:

- school
- homework
- study for examinations
- clubs
- sporting groups
- part-time work
- community engagement.

Just to name a few ...

And of course, time with family, friends, pursuing hobbies and side projects, engaging in various social media platforms and relaxing downtime to recharge is of utmost importance and needs to be considered and prioritized.

In MYP Year 5, added to this list is the personal project.

These can require a significant amount of juggling and can become overwhelming if not managed wisely.

A tool to support you and ensure that you do not become overwhelmed is to **prioritize** just what is required of you. Prioritization is a skill that requires reflection and planning ahead.

KEY WORD

Prioritize is a verb, an action word. To prioritize means to determine the order that you will address just what is required of you. To prioritize is something you need to actively do. Prioritizing your workload is a continual, reflective process.

One way of helping you prioritize and manage the personal project process and time is through to-do lists. To-do lists are such a simple and yet effective means of organizing the various aspects of your life and the process of your personal project.

Choose strategic points throughout the process – these may be each week, fortnightly, monthly, it is up to you – and consider your prioritization needs when you choose these strategic points. Use a planning method that best suits your approach to learning, for example a diary, an online calendar with set notifications and reminders or your chosen planning method from Chapter 3. It is important that the planning method you choose is the preferred planning method that you are comfortable with.

Use this planning method to create your to-do list by simply jotting down in bullet point form what you need to achieve within the time frame you have set. Once you have jotted this down, allocate a numerical prioritization order or highlight the most important to least important to help you visualize and organize just what you need to achieve.

Make sure you include strategic meeting times with your personal project supervisor so you can receive the best possible support and further develop your social and communication skills.

Tick these off as you complete each of these tasks, as this will help you remain positive – and continual bursts of accomplishment will help you effectively engage in the personal project all the way through to the end.

Key to personal project success is prioritizing your workload. Forward planning and prioritization means you will not leave the personal project to the last minute and consequently experience unnecessary stress and become overwhelmed.

Remember to pause every once in a while, close your device, turn notifications off and head outdoors or to a quiet location to unwind, rest your body and mind, and recharge. Take the time to reflect, be mindful and be still. Time to pause is crucial to effectively manage your process and time as this demonstrates how you are growing as a balanced learner who understands the importance of balancing the intellectual, physical and emotional aspects of your life.

Personal project timeline

There are several key milestones within the personal project process. Your MYP Coordinator and/or Personal Project Coordinator will give you a timeline which is unique to your school's context. You might like to record key dates in a table like the one below.

Task	Deadline
Set learning and product goals	
Establish success criteria	
Develop an action plan	
Apply ATL skills as you work towards your goal	
Document your process and collect evidence of the ATL skills employed in your process documentation	
Evaluate the extent to which you have achieved your product goal	
Select ATL evidence to include in the report	
Reflect on the impact of your project	
Prepare and submit your report	

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SECOND EDITION

Personal Project

Unpack the Personal Project objectives to gain a clear understanding of the overall process, while building the ATL skills required to become an independent, lifelong learner.

- Updated to reflect the new Guide for first teaching 2021.
- Packed with practical plans and skills to help engage in the project, including visible thinking and design thinking routines; organised by the ATL skills to ensure easy navigation.
- A comprehensive chapter on planning gives a variety of strategies for goal setting and creating an action plan to guide the Personal Project process.
- Focus on your time with an outline of ways to document the Personal Project process, tips on time management, an explanation of the role of the supervisor and the best way to engage with them throughout the project.
- Chart development through the project with opportunities for reflection, clear assessment objectives and a chance to record expected tangible or intangible results.

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