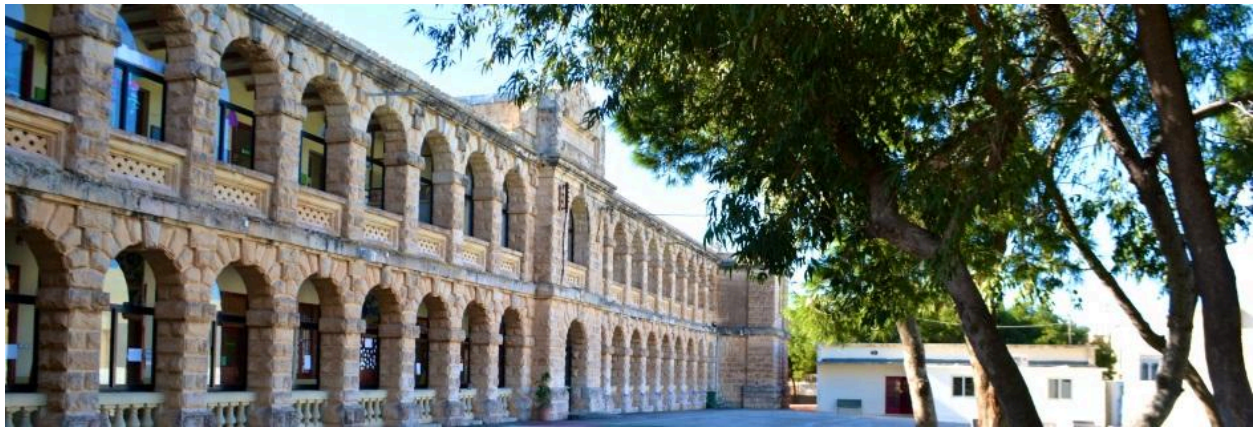




Verdala
INTERNATIONAL SCHOOL



**INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME (MYP)**

PERSONAL PROJECT GUIDE: 2024-25

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VIS STUDENT PROFILE

Knowledgeable

Students at VIS have an understanding of concepts, ideas and issues across a broad range of disciplines with global and local significance.

Inquisitive

Students at VIS participate in their learning by exploring a variety of situations with courage and an open mind. They are reflective and appreciate diverse points of view.

Ethical

Students at VIS act with integrity and honesty. They demonstrate a strong sense of justice and fairness by respecting individuals, communities and the environment.

Contributors

Students at VIS actively pursue opportunities to contribute responsibly to their local and global communities.

VIS DEFINITION OF LEARNING

At VIS, learning involves developing the knowledge, skills and understandings through inquiry-based and transdisciplinary strategies which prepare our lifelong learners for their future challenges. Effective learning occurs in a positive and nurturing environment, fostering a reflective growth mindset. This develops best in a context where students apply problem-solving skills to think critically and creatively in order to collaborate and take responsibility for their own learning.

We promote personal well-being through a balanced education that includes creativity, activity, academic rigour, and a service learning environment.

We provide meaningful learning experiences through an inclusive educational journey which develops transferable skills, resilience, and well-grounded and mindful individuals. We strive to offer varied pathways and opportunities to enable success for all.

Note on IB MYP Status

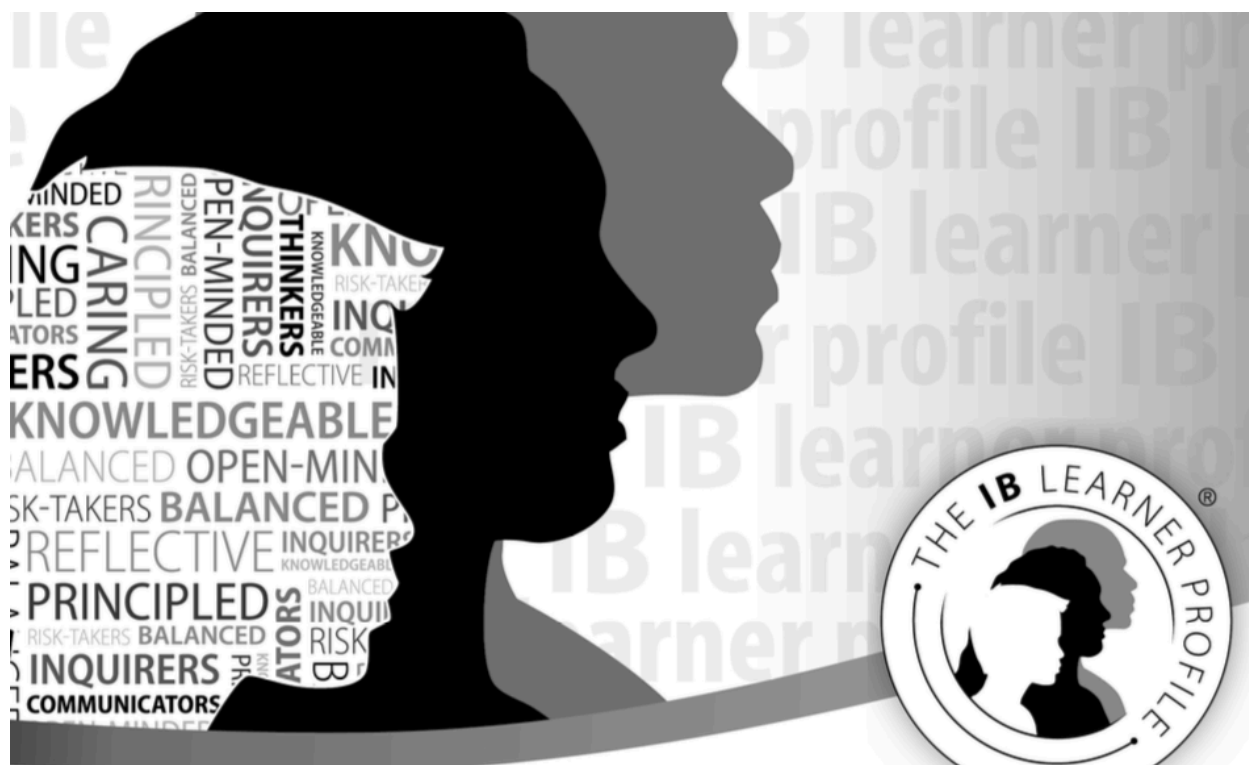
Verdala International School is a Candidate School for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that VIS believes is important for our students.*

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*

For further detail please refer to the [Rules for use of IB Intellectual Property](#).

IB LEARNER PROFILE

KEY ATTRIBUTES OF THE PROJECT EXPERIENCE



IB learner profile

<p>Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	<p>Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</p>
<p>Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>	<p>Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>	<p>Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

WHAT IS THE PERSONAL PROJECT?

The Personal Project is...

- a sustained investigation that takes several months to complete
- student led with encouragement and guidance coming from home and school via the supervisor, the Project coordinator and experts
- self directed because the student takes 'supported' decisions
- shaped and conducted through personal interest, hobbies, questions and curiosity

The experience gives the student the opportunity to...

- deepen their knowledge and understanding through the exploration of a relevant topic
- develop important approaches to learning and project management skills
- discover more about themselves by engaging with the process and personalising the learning

The project should be challenging, feasible and manageable within the student's extended grasp
The I.B. recommends that students should spend a minimum of twenty five hours developing the project

Students should ask themselves these basic questions as they engage with the investigation;

Why am I doing the project?

What am I hoping to achieve?

Why is it personal to me?

Who is my audience ?

As students mature they will be increasingly called upon to shape the world they inhabit and to prepare them for this responsibility the project experience encourages students to

- choose and explore a passion or interest
- set themselves a challenging goal and define their own parameters for success
- develop and apply approaches to learning skills
- reflect on the impact of their project on themselves and their audience/ community.

The personal project builds on students' prior experiences, knowledge and skills in the VIS Service as Action Project which is selectively modeled on the Grade 8 I.B. Community Project and supports the I.B. continuum of learning preparing them for the Extended Essay in the Diploma Programme or the Reflective Project in the Careers Programme.

Students are encouraged to develop a mindset where they become

- self-aware
- self-starters
- self-managers
- able to self-assess and adapt to changing circumstances

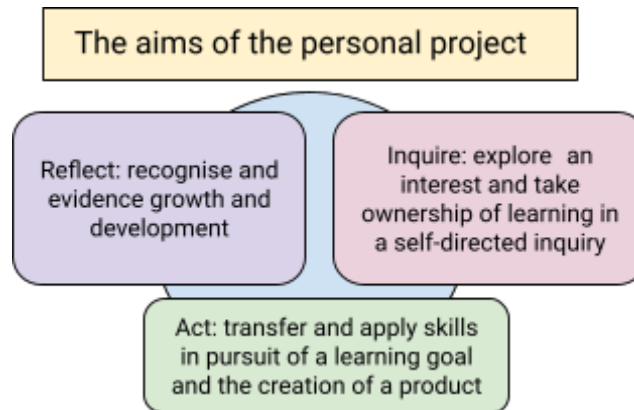
To assist the process students will develop a raft of approaches to learning skills which are divided into;

- **Cognitive Skills** to activate information processing and retrieval strategies (such as study skills like setting goals, reviewing research notes or managing priorities)
- **Metacognitive Knowledge and Performance** to gain awareness of thinking and learning strategies and apply knowledge to improve performance (for example, developing skills to create the product and making changes as the process unfolds)
- **Affective Skills** to gain control over mood, motivation and attitude (such as being persistent and showing perseverance during difficult moments or overcoming distractions to improve focus)

The Personal Project provides students with an opportunity to develop lifelong skills that can be applied to all aspects of their lives. Students use their agency and motivation to personalise their learning, they showcase the products and outcomes in a walk through exhibition and complete a reflection to explain the impact of the experience.

THE AIMS & OBJECTIVES OF THE PERSONAL PROJECT

The personal project consists of a **process**, a **product** and a **report**. These interrelated components allow students to meet the aims of the project depicted in the following diagram.



(IB Organisation Personal Project Guide, 21-22, p. 8)

Students should be able to meet the following objectives

Planning (A)

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

Applying Skills (B)

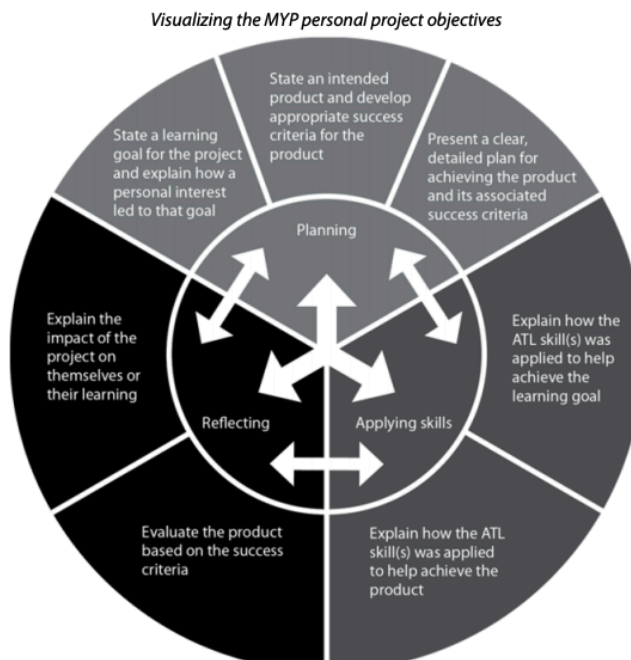
- explain how the approaches to learning skills were applied to achieve the learning goal
- explain how the approaches to learning skills were applied to help achieve the product

Reflecting (C)

- explain the impact of the project on themselves and their learning
- evaluate the product based on the success criteria

The objectives dovetail the assessment criteria and can be found on pages 9 to 11 of this handbook.

VISUALISING THE PROJECT OBJECTIVES



The above diagram (IB Organisation Personal Projects Guide, 21-22, p. 11) shows how the objectives support the interrelated components of the personal project.

Looking at the above visual students will be able to identify the following key elements of the project



Students self-reflect to connect their prior interests, knowledge, skills and understandings with their interests and passions. They investigate and visualise their goal, plan and monitor their progress in the journal and apply new awareness, understandings and skills to create the product or outcome. The project is showcased in a walk through exhibition and students reflect on what they have learnt and how they have grown in the report.

THE ASSESSMENT CRITERIA

Criterion A: Planning

Maximum: 8 In the personal project, students 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.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3-4	The student: i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria
5-6	The student: i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7-8	The student: i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

(IB Organisation, Personal Project Guide 21-22 p. 32)

Command Terms:

Presents: Offer for display, examination or consideration

States: Give a specific name, value or other brief answer without explanation or calculation

Criterion B: Applying skills

Maximum: 8 In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3-4	The student: i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5-6	The student: i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7-8	The student: i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

(IB Organisation, Personal Project Guide 21-22 p. 33)

Command Terms:

States: Give a specific name, value or other brief answer without explanation or calculation

Outlines: Give a brief account or summary

Describe: Give a detailed account or picture of a situation, event, pattern or process

Explain: Give a detailed account including reasons or causes

Criterion C: Reflecting

Maximum: 8 In the personal project, students should be able to:

- Explain the impact of the project on themselves or their learning
- Evaluate the product based on the success criteria

Achievement Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3-4	The student: i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.
5-6	The student: i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.
7-8	The student: i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

(IB Organisation, Personal Project Guide 21-22 p. 34)

Command Terms:

States: Give a specific name, value or other brief answer without explanation or calculation

Outlines: Give a brief account or summary

Describe: Give a detailed account or picture of a situation, event, pattern or process

Explain: Give a detailed account including reasons or causes

Evaluates: Make an appraisal by weighing up strengths and limits

THE PERSONAL PROJECT TIMELINE

Key Dates	Stage of the project	Tasks
March-May 2024	Getting started	Introductory Sessions, Supervisors allocated, Initial proposals created. Managebac set up and the process journal started.
June 2024	Planning	Students touch base with supervisors and discuss proposals
Summer Holiday 2024	Planning	Opportunity for research
September 2024	Planning	Proposal refined Detailed success criteria created (the product's design specifications)
October 2024	Applying & Taking action	Proof of academic integrity #1 submitted
November 2024	Applying & Taking action	Creating the product
December 2024	Applying & Taking action Reflecting	Proof of academic integrity #2 submitted Draft of report Criterion A: Planning Complete the product/ outcome
January 2025	Reflecting	Proof of academic integrity #3 submitted Draft of report Criterion B: Planning Draft of report Criterion C: Reflecting
February 2025	Showcasing/ celebrating Reflecting Inducting MYP 4	Project Exhibition
February-March 2025	Reflecting Internal marking	Final Report Internal Standardisation
March 2025	External marking	Projects uploaded to Ibis for external moderation

SUPPORT & IMPORTANT ROLES

The Project coordinator leads the organisation and management of the projects and assumes responsibility for overseeing the process. The **librarian and library resource centre** supports students with research skills and with the location of sources of information, referencing and by providing additional bibliographical assistance. Students will receive additional assistance from the **MYP coordinator** in the dedicated support session time which will serve as an opportunity for students to manage their project and reflect on their growth and progress. Students are allocated a **supervisor or mentor** to guide them through the investigation and they should seek assistance from **experts in the school community** when needed. The personal project represents an excellent opportunity for students to discover themselves and others in their immediate and virtual surroundings.

THE ROLE OF THE SUPERVISOR/ MENTOR

Each student will be given a supervisor or mentor to guide them through the project process. This person is there to support you and offer you advice and you must initiate meetings regularly.

The meetings should be

- convened/ set by the student
- documented in the process journal
- represent a time for ideas, questions and suggestions
- a time to check in and monitor progress

General advice given to students when meeting the supervisor

- be prepared, be honest, share progress and ask questions
- consult with 'others' who may be experts in your choice of topic or production style
- record the key points, advice and action steps after each meeting in the process journal
- filter advice, there may be some suggestions you accept and others you don't
- take action after the meetings to show how you're responding to feedback
- remember that challenges and problems are welcome learning opportunities

Advice to Supervisors when meeting the student

- read the Personal Project Guide, the supervisor's role is to help guide the student through the process

- the beginning and end of the process are the moments when student's need most guidance
- make sure the student can justify their choices based on time, resources and manageability
- ask the student to think carefully about their production style
- demand to see research, go to Librarian for help with data bases and investigative skills
- get students to record, use, think about and question the research findings
- evaluate evidence and apply new understandings and skills
- maintain the focus on the product, its goal and timeline
- give lots of encouragement and support, especially when the student's struggling
- remember the Report is constructed from the Process Journal
- be proactive when communicating with the student, their family and the coordinator

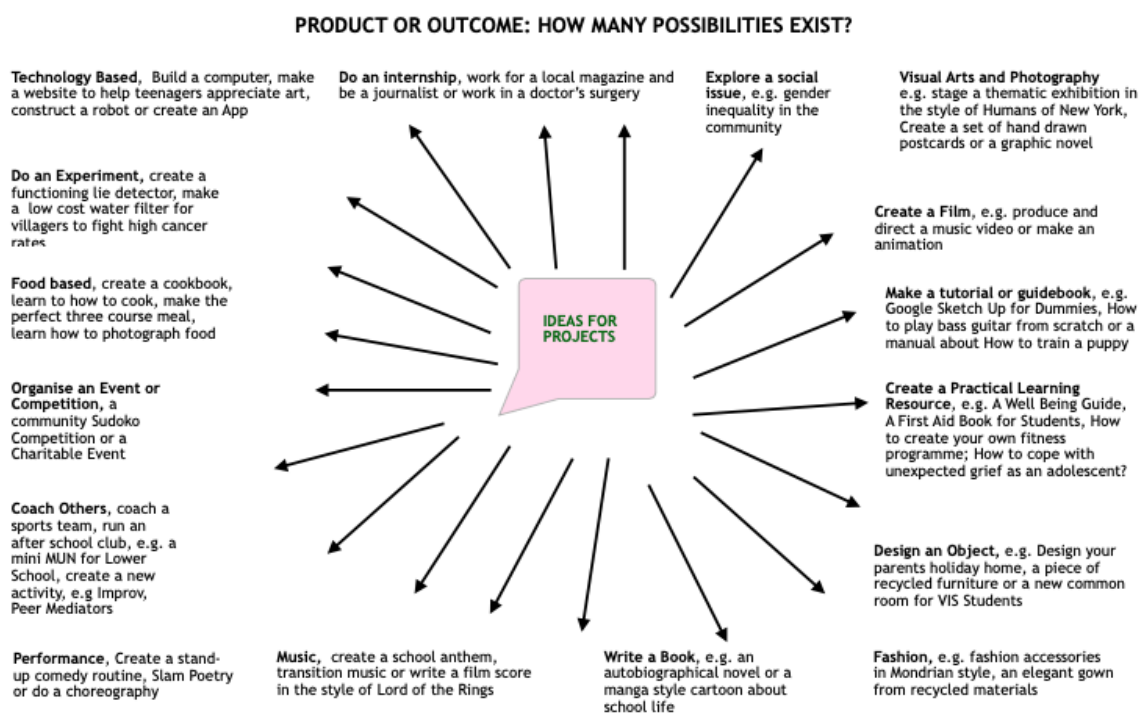
NOTES:

- record the details of every meeting with the supervisor
- share notes and have the supervisor sign them
- evidence of three meetings must be submitted (*start, interim at the end of the investigation*) to the International Baccalaureate Moderators.

GETTING STARTED WITH THE PERSONAL PROJECT

Starting any long term project can seem daunting at first and students need time to think through the type of experience they wish to have. Connecting interests with existing skills, visualising the end product and imagining likely obstacles are some of the early considerations. It is important that students think carefully about their topic, choose a production style they enjoy and consider their project dependencies, the things that have to be completed in order to move forward. Making a wise choice helps the student to set themselves up for success. Changes are not permitted after the product success criteria are created in September.

The following resources have been developed to help students engage with the project from the start. Students will need time to imagine their possibilities.

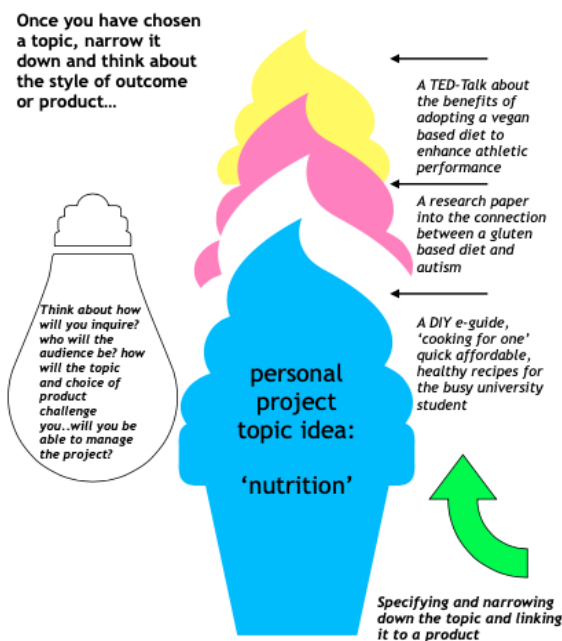


The investigation is conducted over several months and it's important to explore options and weigh up the pros and cons when selecting the idea behind the project. The choice should be guided by the student's intrinsic motivation, intuition and research. Matching up the topic and production style is important to maximise engagement and ensure the student enjoys the content, process as well as the end result of their project. Using a graphic organiser can be a good way to explore initial ideas before making a choice.

ORGANISING THOUGHTS & IDEAS



As the student is weighing up possibilities they should consider the grain size of the project and a way of doing this is by **narrowing the focus** of the investigation.



SOME POSSIBLE APPROACHES TO STARTING THE PROJECT

GENERATE, SORT, CONNECT, ELABORATE

A way of organising project ideas with areas of interest is to use the scaffold, 'generate, sort, connect and elaborate' template which involves categorising ideas to make connections. ([example](#)) The template is [here](#).

MAKING THE PROJECT CHALLENGING, FEASIBLE AND MANAGEABLE

Students should consider a range of factors to make the project manageable neither too shallow or unwieldy, feasible (researchable) and challenging. To think about the scope and scale of the challenge students should consider either developing or taking skills they already possess to another level or even trying something they have always wanted to do.

The hyperlinks below provide a scaffold of questions to ensure that students reflect from the start of the investigation.

Challenging: Ensuring rigour, taking intellectual risks and considering the starting point (click [here](#))

Manageability: Controlling the scope and scale of the project, monitoring growth and adapting to change (click [here](#))

Feasibility: Considering project variables like cost, materials and resources (click [here](#))

WHAT HAPPENS IF THE STUDENT HAS DIFFICULTY STARTING?

If it's proving difficult to start the project process students should identify the barriers or blockage and speak with the project coordinator or another teacher. Students should try answering these questions:

- What are my current activities?
- What do I like to do when I'm relaxing or enjoying my free time?
- What's important to me right now? What do I care about?
- What matters to people my age?

CRAFTING THE PROPOSAL

When creating the project proposal the following steps are recommended

What?

Choosing the topic/ product

The student needs to give a brief and clear description of the product or outcome linked to the project's key purpose. For example, a collection of slam poetry to raise awareness about the importance of inclusive behaviour at school, a 5 aside football tournament and campaign to raise money for Greenpeace or a welcome programme to help newly enrolled students to adapt to life at Verdala International School.

How and Who for?

Steps to creating an inquiry based goal:

How will the investigation be developed? The student determines whether the aim of the project is to raise awareness, deepen understanding, develop skills, take some form of action or change behaviours and habits through reflection. Additionally, the student decides whether the audience of the project is themselves, others or both. Who is the audience? The text below shows some important considerations when considering a **personal inquiry** based goal.

What do **you** want to achieve?

Awareness and Understanding

To build or deepen awareness and understanding (e.g. by doing _____ project I will make myself aware of x_____ or I will now have a deeper understanding of y)

Skills

To develop or enhance a skill

I will improve my ability to do x_____ or I will learn how to do_____y

Action

To take action

I will start doing x_____ I will (promote, lobby, support or get involved with _____)

Reflection

To change through

I will change my behaviour by _____ I will reconsider_____

I will rethink and start doing x_____

If the **audience is others**, students can follow a similar approach to determine the purpose of the inquiry and consider the type of experience they would like to offer their audience.

What do you want **others to experience?**

Awareness and Understanding

To build or deepen understanding (By doing the project I will make my audience aware of x or I would like others to understand y more deeply)

Skills

To develop a skill

I would like others to consider or try doing x

Action

To take action

I would like others to take action about x or I would like others to do x when y happens

Reflection

I would like others to change their habits by doing x_____ or I would like others to reconsider x_____ and respond by doing y_____.

Why?

Having a clear purpose will help the student understand why the investigation is significant and worth doing. The purpose can be derived from the Global Context, Service as Action or reference a unit of inquiry which the student would like to explore further.

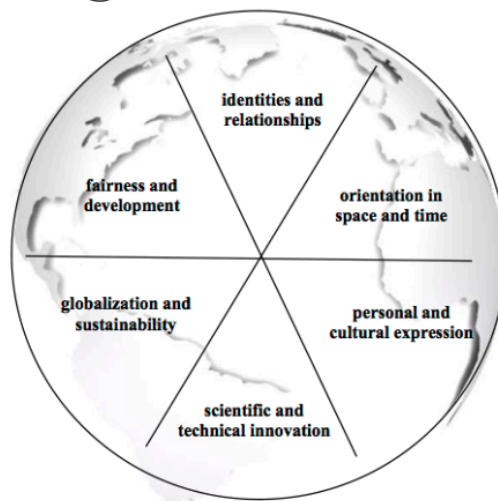
Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalisation and sustainability, fairness and development :” (IB Organisation Project Guides 21-22 p. 25)

Students find the closest or ‘best fit’ match which depends on the identity of the project and the Global Context is used as a way of channeling or shaping the purpose of the investigation through its exploration.

Once the student has an idea for their project they can filter it through the different Global Contexts and the accompanying explorations to see how it would appear. See [this](#) example for further information

MYP global contexts



Identities and Relationships	Who am I? Who are we? EXPLORATIONS Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
Orientation in space and time	What is the meaning of “when” and “where”? EXPLORATIONS Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from personal, local and global perspectives.
Personal and Cultural Expression	What is the nature and purpose of creative expression? EXPLORATIONS Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Scientific and technical innovation	How do we understand the worlds in which we live? EXPLORATIONS Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
Globalisation and Sustainability	How is everything connected? EXPLORATIONS Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity? EXPLORATIONS Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Service as Action

What is Service as Action? Action is learning by doing and experiencing. Service is part of action and it is where IB learners strive to be caring members of the local and global community, by demonstrating personal commitment to services that make a difference to the lives of others and the environment. Students can also consider the concept of service learning to provide the rationale for their project and may wish to support the needs of individuals or groups both inside or outside the school community. The investigation can take many forms as depicted in the following table.

Type of Service	Examples
Direct Service	One on one tutoring, helping prepare dogs for adoption, repairing clothes for a charity shop
Indirect Service	Redesigning an organisation's website, writing a picture book to teach a language or raising fish to restore a stream
Advocacy	Initiating a campaign to support asylum seekers, performing a play about inclusion or creating a film to promote sustainability at school
Raising Awareness	Researching road safety in the school neighborhood or investigating littering



WHAT'S THE DIFFERENCE BETWEEN A BASIC, CHALLENGING AND HIGHLY CHALLENGING GOAL?

Consider these suggestions when formulating the goal

A BASIC GOAL	A CHALLENGING GOAL	A HIGHLY CHALLENGING GOAL
To design my own electric violin	To research violin design making and then design my own electric violin	To research violin design making, then design and produce my own 4 or 5 string electric violin
To design my own summer clothing collection	To research current fashion trends and then design my own summer clothing collection	To research current fashion trends and how to design patterns. Then design and create a summer clothing collection and then learn how to create a 'template website' to market my designs
To raise 1,000 Euros for the education of a Child in an LEDC	To sponsor a Tunisian child to university for 4 years by raising 2,500 Euros	To volunteer at a NGO over the Winter Holidays and then raise 2,500 euros to sponsor a Child to University
To donate money to donate to a poor district of an LEDC city	To raise money for a school in a poor district of an LEDC city and then donate the money to the school.	To research schools in LEDC's and then raise money to purchase stationary for the school to support student education

Please click [here](#) to see a step by step graphic example of how to organise the project proposal using a Global Context and its exploration

Once the proposal is created and entered in managebac you will be able to start planning the project.

GATHERING AND CURATING EVIDENCE: THE PROCESS JOURNAL

Students are expected to document the process to demonstrate their working behaviours and academic integrity. At VIS we recommend that students use some type of process journal. The process journal is not a daily diary but should include thoughts, sketches, ideas, pictures, notes from meetings and source evaluation. It's possible to use a wide variety of media such as notebooks, sketchbooks, blogs, slideshows, audio or video journals when gathering and curating evidence and a mixed format journal is also encouraged. For example, the planning phase could take the form of a written journal, ongoing reflections could use an audio archive and applying skills to the product could use a video blog. The International Baccalaureate recommends that whatever type of journal is chosen, a digital back-up is required and evidence from a maximum of ten extracts forms the annex of the report. The selected extracts are not directly graded but are referred to when looking for proof of the levels of achievement.

Using a process journal could be used

- To explore possibilities and thoughts
- To keep track of ideas
- To inform the report and to connect the project's phases
- To monitor changes
- To record sources and evaluate them
- To consider advice before taking decisions
- To show that the work is original and your own
- To plan the next steps
- To capture ideas, 'light bulb' moments
- To save time when writing the report
- To solve problems
- To demonstrate how you are applying the research findings to the product

If evidence is curated well it will improve the student's chance of success because evidence used in the final report reflection can be drawn from the journal

THE PROCESS JOURNAL

AT THE START OF THE PROJECT

-explain and justify the research and rationale behind your choice of product and the goal and context of your inquiry An exploration of prior knowledge and skills (why is the project personal to you?)

-filter and carefully select information, concepts and knowledge for relevance and usefulness

-develop an awareness of the skills that need to be learnt or developed

-evaluate sources based on their value and limitations (consult with expert opinion as well as books or digital evidence)

STUDENT USES MIND MAPS, DIAGRAMS, IMAGES & SOURCE ANALYSIS & MEETING/ NOTE-TAKING TEMPLATES

- **WHEN PLANNING ENSURE (THAT)**

-the project is divided up into manageable chunks to reflect the inquiry stages.

-priorities and goals should be set and monitored with a time management tool

-strategies for self-management e.g. mental focus, perseverance, intrinsic motivation, resilience, stress reduction, failing well, positive thinking and self-talk should be documented and explained

-there should be plenty of personal reflection regarding how the learning is taking place, what's being learnt? what skills are being developed? As well as personal changes

-success criteria will be set for the product

STUDENT USES TIME-LINES, GANT CHARTS, PLANNING TOOLS, IMAGES, JOURNALS & REFLECTION TEMPLATES WHEN PLANNING

- **IN THE APPLYING SKILLS AND ACTION PHASE**

-concepts, knowledge, skills and systems will be analysed and applied to the product

-concepts, knowledge, skills and systems may be synthesised to create novel solutions

-communication and collaboration through feedback will inform actions and decisions.

-overcoming project barriers, difficulties and obstacles will demonstrate critical and creative thinking.

STUDENT USES VISUALS AND EVIDENCE OF DOING THE PROJECT. EVIDENCE OF COLLABORATION, MEETINGS AS WELL AS CONSIDERING AND ACTING ON FEEDBACK SHOULD BE SHOWN IN THIS SECTION

- **WHEN REFLECTING**

-observations of new understandings and skills gained through the investigation and the proposal's goal and focus will be explained

-personal development and changes in 'approaches', attitudes and values should be recognised and explained

-greater awareness of self and metacognition of learning should be reflected upon

-new opinions, positions and stances gained through an exploration of the topic and the proposal's goal and focus should be reflected upon

-the quality of the product will be gauged against the success criteria set in the planning phase

STUDENT USES PERSONAL REFLECTIONS, EVIDENCE FROM MEETINGS, RUBRICS AND CHECK-LISTS THAT APPLY THE PRODUCT CRITERIA WILL BE EVIDENT

RESEARCH ADVICE

How will the student know if the information is useful?

- Is the information relevant, highly relevant or essential to the project?
- What was already known, what prior knowledge existed?
- What is new? Can the information's veracity be checked, cross referenced and corroborated with other sources of evidence?
- Can the student apply and explain how the new information supports the development of the project and how it helps to meet the goals and success criteria?

How will the student know if the information is reliable?

- Use a database to search, 'academic articles', journals, periodicals and consult expert opinion
- Cross reference the information (check the claims against other sources)
- Question the reliability of the evidence by critically evaluating the value and limits of the origins, purpose, content of the sources

How will the student demonstrate academic honesty?

- Always acknowledge and credit the sources when paraphrasing or even if they only provide inspiration
- Use Original images or creative commons for pictorial sources
- Write to authors or organisations for permission to use their work, mentioning that they will be used for educational reasons, 'fair use' can be claimed and scholarly usage is permitted.

Students should not try to claim credit for something which is not their own original work, this plagiarism.

For guidance on gauging the reliability of the research please refer to the following

[Basic Tips for Evaluating the reliability of a website](#)

[For support on evaluating the reliability of sources use this template](#)

PLANNING THE PROJECT

When planning the project the student should create a timeline following the suggested steps:

- i) craft the proposal ii) break the project down into stages iii) break the stages into tasks iv) determine the project dependencies v) decide the time needed for each task vi) check the availability of resources vii) identify important milestones, make the plan, timeline or gantt chart

Please click [here](#) for detailed instructions on how to create the project timeline.

Sample action plan

ACTION PLAN FOR 2024					
WEEKS	DATES	ACTIVITY	PHASES		
2024/25 Induction: Introduction to the Project, Choosing a topic; Writing a challenging goal; The Global Context; Process Journals; Real Life Projects and an introduction to the product criteria.					
1		Project Ideas and Mentor Assignment	Investigating	RESEARCHING	
2		Project Ideas discussed with mentors	Investigating		
3		Project Proposal- Define the title, goal, context and inquiry question Sign Contract Source Evaluation	Investigating and Planning		
4		Define the Criteria (the product specifications) Create a timeline / planning template	Investigating and Planning		
5		Academic Honesty , record meeting #1	Investigating and Planning		
6		Feedback on Product Criteria	Planning	TAKING ACTION	
7		Academic Honesty and the Personal Project	Planning & Action		
8			Planning & Action		
9			Planning & Action		
10	HOLIDAY				
11			Planning & Action	PROCESSING JOURNAL	
12			Planning & Action		
13			Planning & Action		
13		Academic Honesty , record meeting #2	Planning & Action		
14			Taking Action		
15			Taking Action		
16			Taking Action		
17			Taking Action		
18			Taking Action		
19	HOLIDAY				
20	HOLIDAY				
21	HOLIDAY				
22			Taking Action		
23		Report Workshop & Standardisation	Taking Action		WRITE THE REPORT
24		Academic Honesty, record meeting #3	Taking Action		
25			Taking Action		
26			Taking Action		
27		Products / Outcomes completed	Completing Action		
28		Personal Project Draft Criterion A	Reflecting		
29		Personal Project Draft Criterion B	Reflecting		
30		Personal Project Exhibition	Reflecting		
31		Personal Project Draft Criterion C/ D	Reflecting		
32	HOLIDAY				
33			Reflecting		
34		Final Report Completed	Reflecting		

CREATING THE PRODUCT CRITERIA

In order to answer the question how will the student know if they are successful they will need to create a set of criteria to measure the quality of the product. The criteria should be carefully defined and rigorous and check-lists or rubrics can also be used. *(The criteria are similar to the specifications you will develop and apply to the product's you create in a Design Class)*

The design specifications should explain the success criteria for the design of the product after analysing the research



This means that when the student evaluates the success of the end product, they are not just checking off the **criteria** but **applying** them **to the product to evaluate its success**

The Product Criteria should look *less* like this

'The stool should be 80 cm high'. This is a technical specification and not a success criterion

But *more* like this

'The stool should have a height that comfortably seats a toddler at the table.'

TOP TIPS FOR DESIGNING & WRITING THE CRITERIA:

- The criteria should be detailed and give a complete set of requirements for all aspects of the product
- They should be based on an analysis of the research (from a technical perspective and also based on an understanding of the target audience or end users)

ANSWER THE FOLLOWING QUESTIONS;

- What would make the product as a whole a success?
- What would make the different parts of the product a success?
- What would make the product a success for the audience?
- What would make the product a success for the end-users (if different from the above?)

THE ANSWERS TO THE ABOVE QUESTIONS ARE THE REQUIREMENTS

SOME MORE DESIGN TIPS:

- Avoid placing unnecessary restrictions on the design possibilities. e.g. saying the product will be a certain colour will limit later choices
- Think through how each of the requirements will be tested, this will happen when REFLECTING so it's a great idea to consider this at the beginning
- Remember that testing the criteria can include, observations of the product in use and 'end user' surveys as well as by personal testing

WRITING THE PRODUCT CRITERIA:

- The (product) should (adverb)
- The (product) should have/ use a (component) that (adverb)

e.g. The Stop Motion Movie, Recipe Book, Photographic Exhibition. (Adverb) *effectively, accurately, completely, clearly, comfortably, significantly*

TESTING:

The requirement could be tested by

- Observing the product in use and taking note of
- Asking the audience/ end users to use the product and rate it on a scale of 1-5....
- Asking for opinions on....
- Asking an expert for an opinion on...

Using Martin E. Robert's idea designers would apply the 'ACCESS FM' criteria acronym to gauge the success of their product

A, Aesthetics (What does it look like?)

C, Cost

C, Customer

E, Environment

S, Safety

S, Size

F, Function

M, Manufacturing

It's recommended that each of the above should have two-three points

The questions below are examples which could be applied to a range of products, many more possibilities exist

Aesthetics:

Is the appearance modern, contemporary, traditional or does it aim to fuse different styles?

Is the form dictated by the function?

Is the product driven by a theme?

Is the design fashionable? (e.g. colours..etc)

Cost:

How much does the product cost?

How does the cost compare with that of competitors?

How was the price calculated?

Would the end user be prepared to pay the price?

Customer:

Who will use the product?

What do we know about the customer (end user)?

E.g. Age, Sex, Disposable Income, Needs, Likes, Dislikes..etc

What type of product does the customer like?

Environment:

Where will the product be used?

Is the product environmentally friendly? (is it sustainable?)

Can the product be recycled after its life?

Safety:

Are there any safety concerns when using the product? e.g. moving parts, jagged edges..etc

Are there any hazards for young children? e.g. small pieces

Does the product contain any toxic chemicals?

Is there a possibility of splinters because of rough edges?

Size: (be specific with the dimensions where possible and add specific descriptors if possible)

Is the product portable, robust, sturdy, heavy, solid, hand held, light, flexible, compact, spacious, rigid, ergonomic or functional?

Function:

What is the product's purpose?

Does the product have any secondary functions?

In your opinion how well does the product complete its function?

(Be specific)

Materials:

What materials are used in the product?

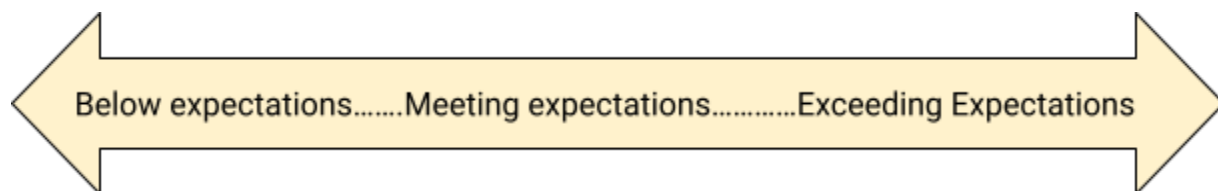
What combinations of materials are there?

Do you think the materials used were for aesthetics appeal or their properties?

What do you think of the choice of materials?

A POSSIBLE APPROACH TO SETTING THE CRITERIA

One way of gauging the success of your product/ outcome is to think in the following terms...What would your product be like if it were?



No one wants the product to be below expectations so what can be done to avoid this outcome

When visualising the product consider...

RESEARCH:

How many valid and reliable sources are needed?

How extensive does the research need to be?

IT'S QUALITY:

How will 'tests' be applied to the aesthetics, form, function, safety and style of the product?

FUNCTION:

Can the product fulfill its intended purpose?

THE NEEDS OF THE AUDIENCE:

How will tests be designed for the audience, customer or end user's?

How will the interest of the audience, customer or end user be gauged?

PERSONAL & PROJECT MANAGEMENT SKILLS:

How will priorities be managed in the available time?

How will the product stick to the available budget?

PROBLEM SOLVING

Are there any problems that could be predicted at the start? &

How could they be addressed?

Please see an example of how the ACCESS FM model can be used to design and check the criteria on the next pages of this guide

DESIGNING THE PRODUCT CRITERIA : WHAT DOES SUCCESS LOOK LIKE?

PRODUCT CRITERIA	
My Goal :	
My Purpose..Why?	
Aesthetics : What's its appearance? Is the form dictated by the function? Is the product driven by a theme? Is the design fashionable? (e.g. colours..etc)	
Cost : How much does the product cost? How does the cost compare with that of competitors? How was the price calculated? Would the end user be prepared to pay the price?	
Customer : Who will use the product? What do we know about the customer (end user)?E.g. Age, Sex, Disposable Income, Needs, Likes, Dislikes..etc What type of product does the customer like?	
Environment : Where will the product be used? Is the product environmentally friendly? (is it sustainable?) Can the product be recycled after its life?	
Safety : Are there any safety concerns when using the product? e.g. moving parts, jagged edges..etc Are there any hazards for young children? e.g. small pieces Does the product contain any toxic chemicals? Is there a possibility of splinters because of rough edges?	
Size : Is the product portable, robust, sturdy, heavy, solid, hand held, light, flexible, compact, spacious, rigid, ergonomic or functional?	
Function : What is the product's purpose? Does the product have any secondary functions? In your opinion how well does the product complete its function? (Be specific)	
Materials : What materials are used in the product? What combinations of materials are there? Do you think the materials used were for aesthetics appeal or their properties? What do you think of the choice of materials?	

CHECKING THE EXPECTATIONS IN THE REFLECTION STAGE OF THE PROJECT: HOW WILL I KNOW IF THE PRODUCT IS SUCCESSFUL?

REFLECTION ON PRODUCT CRITERIA			
<i>(Amend to suit the chosen criteria)</i> When determining whether expectations were met check with the research findings	Below Expectations (explain, evaluate, justify)	Met Expectations (explain, evaluate, justify)	Exceeded Expectations (explain, evaluate, justify)
Aesthetics Appearance, Form, Function and Design met the researched requirements			
Cost Within the allocated and planned budget			
Customer / 'end user' Product 'pitched' to the audience's needs			
Environment Product is sustainable/ environmentally friendly			
Safety The product met planned and tested safety requirements			
Size The product's size supported its functionality			
Function Function was researched and enabled by the product's design and creation			
Materials The choice of materials supported the aesthetics, design, function, purpose, safety and style of the product			

APPLYING SKILLS & TAKING ACTION

Throughout the duration of the investigation students will grow and develop as learners and project managers. The opportunity to engage with a long term investigation will provide a strong foundation for students who will practice the same or similar working behaviours in future academic and personal projects.

Students are required to apply a wide range of approaches to learning skills whether they are cognitive tools associated with personal organisation, affective skills to help them gain some control over mood, motivation and attitude or metacognitive skills that use self-awareness to improve performance.

Students will explain how they mastered and applied skills to their product such as

- the use of self-management tools when prioritising tasks in the available time
- using strategies like positive self-talk, delaying gratification or finding triggers to induce intrinsic motivation to manage mood and motivation
- seeking constructive criticism and using feedback to feedforward
- collaborating with experts to gain fresh insights or perspectives
- developing lateral reading skills to cross reference and fact check evidence

Students will demonstrate how they applied new knowledge and skills to their product

- new knowledge, understanding and skills will be developed throughout the project and this will be evident if the student has set themselves a meaningful challenge. Students will learn about the process (how to research?) the topic (new understanding and information) , how to make the product (applying skills, predicting and finding solutions) and they will be encouraged to notice how they changed and grew through the experience.

Students show how they discovered solutions and solved problems

- exploring and testing possibilities, looking for fresh perspectives and learning from trial and error are essential features of the project experience.

Remember Students use their 'product criteria as a measure to gauge how successful they were. How far did the final product meet its specifications ?

As the students are applying their ideas to the product they should consider these questions

What action was taken to make the project purposeful, challenging but manageable?

What new knowledge, understanding and/ or skills were applied to ensure the product was successful? (be as specific as possible) What was learnt and how was the information used to shape the product/ outcome?

How were solutions, adaptations and improvements made? Where was it necessary to improvise?

How far was advice filtered and acted upon? How well did the student work with others and how did they respond to feedback?

To see an example of applying skills to a product please see this [example](#)

REFLECTING IN THE REPORT

A report is a spoken or written account of something observed, heard, done or investigated. A report aims to inform as clearly and succinctly as possible. The MYP personal project report demonstrates a student's engagement with their personal project by summarizing the experiences and skills recorded throughout the process.

The report should be presented in identifiable sections following the MYP personal project objectives—planning, applying skills, and reflecting, as shown in the table below. The report must include evidence for all the strands of all criteria. (p. 28 IB Organisation Project Guide 22)

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present what they did in their project.	Students show how ATL skills contributed to the learning goal and product.	Students report on why they did their project.
<p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>Students:</p> <ul style="list-style-type: none"> • explain how the ATL skill(s) was/were applied to help achieve their learning goal • explain how the ATL skill(s) was/were applied to help achieve their product • support the explanations with detailed examples or evidence. 	<p>Students:</p> <ul style="list-style-type: none"> • explain the impact of the project on themselves or their learning • evaluate the product based on the success criteria • support their comments with specific evidence or detailed examples.
<p>Examples of supporting evidence could include:</p> <ul style="list-style-type: none"> • a list and/or diagram of interests and related learning goals • a list of possible strategies to achieve personal and academic goals • a diagram showing the connections between the learning goal and the product • a series of steps leading to the completion of the Product • a timeline for completing short- and long-term tasks. 	<p>Examples of supporting evidence could include:</p> <ul style="list-style-type: none"> • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self-management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills). 	<p>Examples of supporting evidence could include:</p> <ul style="list-style-type: none"> • evaluation of the product against the success criteria • images showing key features of the product • analysis of the causes for success and/or failure • summary of new knowledge or insights related to the learning goal.

(The above information represents suggested examples of what could be included)

Students are encouraged to gather a variety of evidence throughout the development of the project and they should consider learning preferences, personal strengths and available resources when deciding on the best format for the report. (p. 29 IB Organisation Project Guide 22)

The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria.

The supervisor or mentor is responsible for providing details of the format and students can submit their report in a variety of ways which are described in the table below.

Document File types .doc .docx. .pdf (non editable) .rtf		Recording File Types .mp3 .mp4 .mov (codecH264) .m4v
15 pages	and	No recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes
5 pages	and	10 minutes

When preparing documents and recordings, the following specifications should be noted.

1. To ensure the written part of the report is clearly legible each page must have a minimum
 - 11 point font size
 - 2 cm margins
2. Where a spoken report is submitted, the only evidence that will be considered for assessment itself is the audio itself plus any supporting pages of documents. Visual aids

such as powerpoint slides may be used to support a spoken presentation but these will not be considered as a constituent part of the submission for assessment purposes

3. Evidence presented in images must be clearly visible at the size submitted
4. The bibliography is submitted separately and is not included in the page limit
5. Please do not include a title page if included it will count towards the page limit

Oral, visual and multimedia reports must be recorded for internal standardization purposes and for possible submission for moderation. Supervisors must ensure the quality of the recording is sufficient for submission to the IB. (p. 29 IB Organisation Project Guide 22)

ACADEMIC INTEGRITY

For MYP Projects students and their supervisors must use the academic honesty form provided by the IB to note their meeting dates and the main points discussed and declare the academic honesty of their work

Only three meeting dates need to be entered; in most cases meetings selected for entry are at the start of the project, in the interim and at completion of the project. The final declaration must be signed by the student and the supervisor on submission of the final report or presentation. (p.30 IB Organisation Project Guide 22)

Note on GenAI:

VIS is committed to affirming the ethical use of GenAI and the handling of data and we feel it is best used as a consultant, or used only as a derivative or background source, to assist and support learning. If GenAI output is used directly without editing and/or paraphrased in the project it will require a citation. Intellectual property rights must be respected at all times and users must adhere to all relevant laws, regulations and school policies. Users must be aware of biases in these technologies and take steps to reduce them.

Please also refer to the research advice on page 26 and information on page 40 for further guidance on academic integrity.

REQUIREMENTS FOR ASSESSMENT

The personal project report is assessed against the personal project criteria published in this guide. The personal project must be the student's own work but the student's supervisor should play an important role supporting the student through the minimum of three meeting sessions that will be reported on the academic honesty form. It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the project and the assessment criteria at the strand level.

Supervisors should provide appropriate formative feedback that guides students in developing and improving their work. Supervisors are responsible for using principled professional judgment when determining the nature and extent of feedback they provide on students' personal project reports. As a shared standard of good practice, supervisors must provide only one round of formal feedback on candidates' project reports. It is appropriate to provide general guidance rather than extensive annotations, detailed edits or extended critiques.

To ensure fairness and to prevent undue influence, supervisors' feedback on personal projects must only advise students generally on how to approach and complete their work. Once students have submitted the final versions of their project materials for school-based assessment, they cannot be retracted or redone.

Supervisors must ensure that all student work submitted for external assessment is prepared according to IB requirements. In particular, students and supervisors are responsible for understanding all IB academic integrity requirements, especially those relating to authenticity and intellectual property. Supervisors must explain clearly to students and parents that all work submitted for school-based assessment—including

MYP personal projects—must be the candidate's own authentic and individual work. Supervisors must use appropriate means to ensure that each candidate's work is, in their professional judgment, authentic. If a candidate does submit work for assessment that is not authentic, the school must follow its internal policy for dealing with academic integrity issues.

Plagiarism and collusion are serious breaches of IB regulations, potentially subjecting candidates to consequences for academic misconduct. In addition, inauthentic student work can distort assessment results and potentially disadvantage all students in the school's cohort by unfairly skewing its moderation sample.

When awarding criterion level totals, supervisors must base their judgment of student achievement entirely on the completed candidate work that is to be presented for moderation. Reported achievement levels should not be influenced by the supervisor's previous experience with the candidate or by work that is not represented in the candidate's materials submitted for the personal project.

If more than one supervisor is responsible for assessment, an internal standardization process should be used to ensure that all candidates are marked to the same standard. Supervisors are encouraged to keep a record of their comments about the candidate's project to explain the levels they have awarded, especially where marginal judgments are made—as they help the examiner support the supervisor's judgments. Supervisor comments should be uploaded with projects that are selected as part of the moderation sample.

PERSONAL PROJECT GRADES

Grade	Descriptor
1	Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical thinking. Very inflexible, rarely shows evidence of knowledge or skills.
2	Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.
3	Produces an acceptable report. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical thinking. Begins to transfer knowledge and approaches to learning skills into the project.
4	Produces a good-quality report. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical thinking. Transfers some knowledge and some approaches to learning skills into the project.
5	Produces a generally high-quality report that demonstrates a thorough process. Communicates a good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.
6	Produces a high-quality report that demonstrates a thorough process. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
7	Produces a high-quality report that demonstrates a thorough process. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.

ANNEX:

[Approaches to Learning Skills in the Personal Project](#)

[The Academic Honesty Form](#)

[Reflecting on the Approaches to Learning Skills in the Personal Project](#)

GLOSSARY :

ATL Skills: One or more of communication, collaboration, organisation, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer

Bibliography: An alphabetical list of every source used in the research project

Criteria: Specific elements the personal project product must meet to be a quality outcome as defined by the student.

Learning Goal: what students want to learn as a result of doing their personal project

List of references: An alphabetical list of only the sources cited in the project presentation or report

Product: what students will create for their personal project (may be a tangible artifact like a sculpture, film or model or it may be intangible like an awareness raising campaign)

Report : A spoken or written account of something observed, heard, done or investigated, which aims to inform as clearly and succinctly as possible.

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