

## ***MYP...Personal Project***

The Personal Project is a requirement for all MYP students and is an extended piece of work completed by students in Grade 10. The Personal Project provides an excellent opportunity for students to produce a truly creative piece of work on a topic of their choice and to demonstrate the skills they have developed in ***approaches to learning***. In choosing a topic, the student must clearly define a link to at least one of the areas of interaction, as these are central to the personal project.

Towards the end of grade 9, students are introduced to the concept of the personal project and given a preliminary questionnaire. This begins to narrow down a possible topic or area that the student may be interested in exploring through the personal project. Students are encouraged to become involved in a practical project, although some may choose to work on an academic research paper, similar to the extended essay in the IB Diploma Programme. Certainly students should select a topic that they are excited, even passionate about!

Students engaged in a Personal Project receive direct supervision from one of the teachers in the school. In regular meetings with the student, the ***personal project supervisor***:

- ◆ ensures that the student fully understands the ***objectives*** and the required ***structure*** for the personal project, as well as the ***assessment criteria***
- ◆ helps the student to establish a focus for the idea, developing it into a manageable task with a ***clearly formulated goal***
- ◆ clarifies with the student the link to at least one ***area of interaction***
- ◆ together with the student, breaks the project down into steps and agrees ***on interim deadlines*** that will help the student to proceed as planned
- ◆ encourages the student to keep a detailed ***process journal*** that shows a thorough, methodical approach
- ◆ assists the student in ***reflection*** by asking relevant questions and giving feedback suggestions on the work
- ◆ discusses relevant ***sources of information*** and reminds the student of correct referencing / ***bibliography***
- ◆ celebrates the student's ***creativity and achievement***, encouraging the student to enjoy the process and take pride in the work

Students can also seek advice from the librarian about locating and referencing information.

Assessment of the personal project is comprehensive and includes the student's *approach as well as the product*. The student's ability to manage an extended piece of work over time, research and analysis of information and the presentation of the final piece are all evaluated. The personal project is initially assessed by the supervisor according to the criteria. It is then subject to a *standardization process* in which there is a "second opinion" from another teacher or group of teachers. A sample of personal projects is then submitted to the IB for external moderation.

There are seven *assessment criteria*:

<b>Planning and Development:</b> assesses the student's ability to identify and define a clear goal for the project as well as provide a coherent, thorough account of how it is to be reached (maximum 4)
<b>Collection of Information / Resources:</b> concerns the ability to collect relevant information from a variety of sources, substantiate all arguments and compile a bibliography (maximum 4)
<b>Choice and Application of Techniques:</b> the student's ability to choose appropriate techniques for the project, justify choices and apply techniques effectively are assessed (maximum 4)
<b>Analysis of Information:</b> measures the student's ability to analyse information in terms of the personal project's goal and focus on the chosen areas of interaction (maximum 4)
<b>Organization of the Written Work:</b> focuses on the presentation of written work (title and contents pages, neatness, appropriate use of diagrams, graphs etc.) as well as the internal structure and coherence of the work (maximum 4)
<b>Analysis of Process and Outcome:</b> this criterion assesses the student's ability to review the project in terms of the goal set at the start, reflect on different stages of the process and the areas of interaction, and present new perspectives resulting from the project (maximum 4)
<b>Personal Engagement:</b> concerns the student's commitment to the project and the application of approaches to learning skills such as organization, initiative and independent working (maximum 4)

Successful projects have included:

- ◆ Creating a piece of art / music / drama
- ◆ Designing and creating items of jewellery or clothing
- ◆ Creating a game or model
- ◆ Creating a picture book for children
- ◆ Writing an original recipe book / designing a restaurant menu
- ◆ Producing an information brochure on a specific health issue
- ◆ Researching family history or cultural background
- ◆ Organizing and hosting a charity event
- ◆ Creating a video or website on a topic of interest to teens

Further information about the MYP can be found on the IBO website, [www.ibo.org](http://www.ibo.org)

Watch out for this series of informative articles in each week's Spotlight! Please feel free to contact the MYP co-ordinator, or any of the teachers if you have specific questions about the MYP.