MYP Personal Project Student Handbook – 2024-25

CHOITHRAM INTERNATIONAL
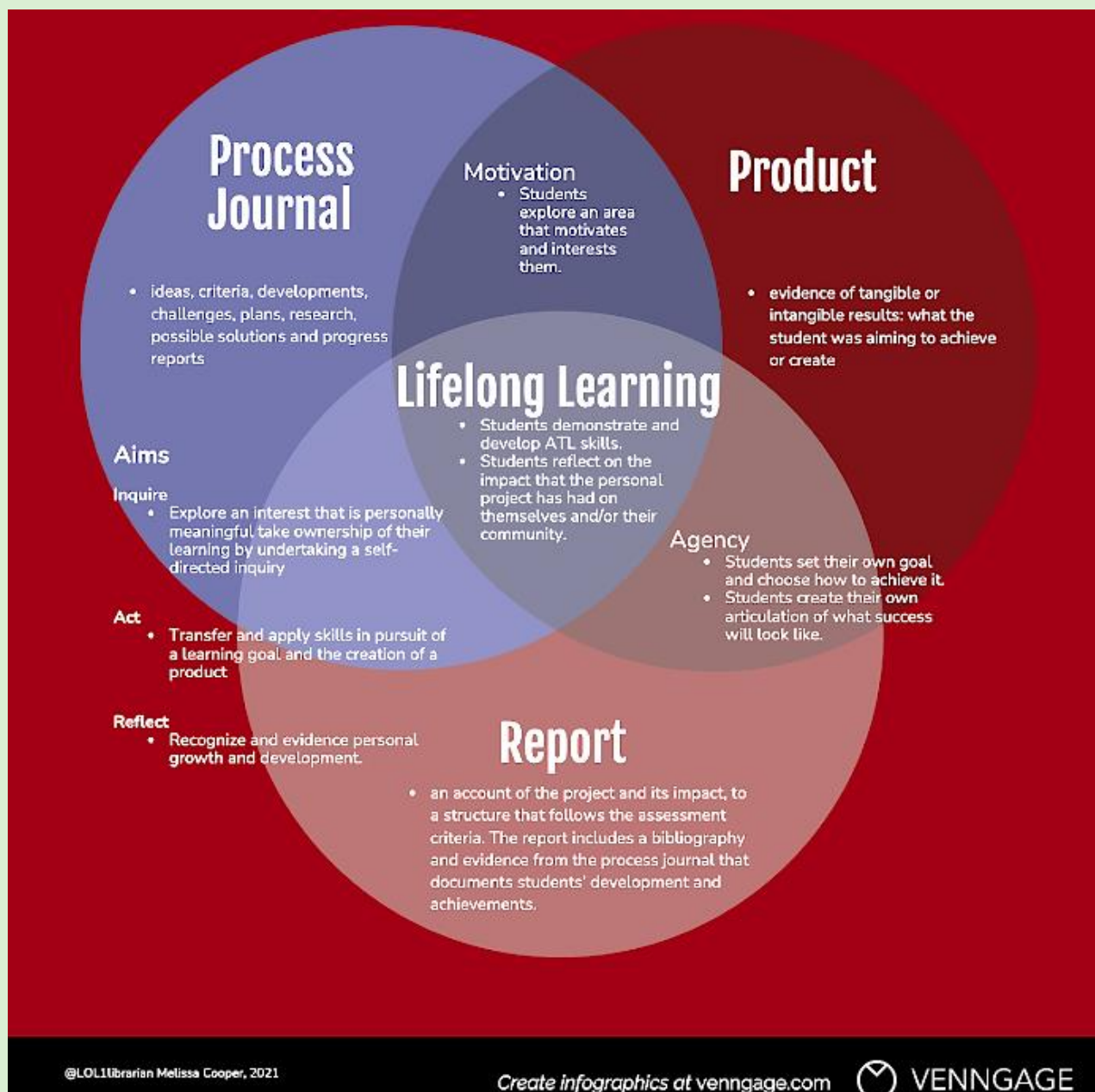
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What is Personal Project – An overview

The Personal Project is a required, culminating activity of the IB Middle Years Programme. It provides an opportunity for students to produce a truly creative and PERSONAL piece of work while they demonstrate the skills they have acquired through their years in the IB Middle Years Programme. The Personal Project is a piece of independent research and/or investigation that takes the form of a student's choice (such as a report, an original written play or short story, an awareness programme, any innovative object useful for society, any art work, a building of a piece of furniture, etc.)

Both the IB mission statement and the IB learner profile attributes are at the heart of MYP projects, that allow students to apply knowledge, skills, attitudes and interests through authentic inquiries, and enable students to put into action their learnings from the Programme in meaningful contexts.

Maximum duration of doing any personal project can be for six months. The school prepares a timeline for managing it. Students follow the same while preparing their own action plan. Majority of the project work is expected to be done during MYP year 5.

MYP Personal Projects are required because:

- MYP projects offer students important opportunities to conduct independent inquiry into ideas and activities of personal interest.
- Through inquiry, action and reflection, they can practice and improve their ATL skills.
- Through the personal project the students also demonstrate their working behaviors and academic honesty.
- MYP projects help students to develop the attributes of the IB learner profile
- Personal projects foster their development as independent, lifelong learners.
- Though personal projects are personal, that can be extended to service to the community too.
- The acquired knowledge and experiences can be extended to a future career / project.
- **The school registers all MYP year 5 students for IB-validated moderation of the personal project.**
- The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation.
- The personal project is assessed by the school and moderated by the IB.
- Students who complete the project get an IB-validated personal project certificate as evidence that they have met the objectives of the project.

Nature of the Personal Project

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners. The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest.

As per IB requirement, the schools where the MYP ends in year 3 or 4, conduct the community project and the schools where the MYP includes year 5, conduct the personal project. However,

schools offering a MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in both the community project and the personal project.

MYP at Choithram International includes year 5 thus here all of the MYP 5 students complete the personal project and our school registers all MYP year 5 students for IB-validated moderation of the personal project.

Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

Personal Project is personal because:

- Students explore an idea that motivates and interests them.
- Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and their community.
- Students set their own goal and choose how to achieve it.
- Students create their own articulation of what success will look like.

Allocation of supervisor and coordination of the project

When organizing the personal project, the school considers following points:
• the number of MYP 5 students and the number of supervisors required
• the selection and training of supervisors
• informing students about the project
• timelines for supervisors and students
• scheduling time for supervisors to meet with students individually or in groups
• documentation for managing the project
• library or information and communication technology resources for the project
• internal standardization of the project
• informing parents of the objectives and characteristics of the project
• showcasing of the project at its conclusion, during the exhibition.

The school has a systematic structure to ensure coordination of the school that is shown below:
Coordinators prepare a personal project timeline for the new session → The school conducts PP Orientation for MYP Year 4 students → The school conducts PP Orientation for the parents of MYP Year 4 students → PP coordinator provides an opportunity to the students for giving their choice of PP topic and supervisor → PP coordinator allots a supervisor to each of the students, while doing so we try to provide supervisor as per student's choice → personal project timeline is shared with the school community → Intimations are given through email for the official meetings → an excel sheet is shared with the supervisors for keeping record of students' progress and outcome of student-supervisor meetings → a session for report writing is conducted for the students → PP exhibition is held for which the school invites school community including students of MYP junior classes and parents → students' personal projects are assessed by the supervisors → Teacher 2 is assigned for internal standardization of the PP assessment → final levels are uploaded on the IB portal for moderation of the personal projects.

System of briefing personal project

The school conducts separate orientation sessions to explain the nature and importance of personal projects for MYP 4 students, parents of MYP 4, and for supervisors. The supporting material and guiding resources are shared with the school community through drive and email.

The role of the supervisor

The purpose of the supervisor is to support the student during the personal project. Each student has his or her own supervisor.

The supervisor's responsibilities are to:

• provide guidance to students in the process and completion of the project.
This includes:
• ensuring the chosen MYP 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 MYP 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
• emphasizing the importance of personal analysis and reflection
• providing formative feedback
• ensuring requirements for academic integrity are met
• confirming the authenticity of the work submitted
• assessing the MYP project using the criteria in the guide
• participating in the standardization of the assessment process
• providing personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (IBIS).

Students receive information and guidance that includes:

• guidelines about the MYP project
• a timeline with deadlines
• the assessment criteria for the project
• advice on how to keep and use a process journal
• the importance of personal analysis and reflection
• formative feedback
• requirements for academic honesty.

Supervisors will support students throughout the personal project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved or the stages of the project.

The role of the student

To complete a personal project, **students must undertake independent learning**. They are expected to spend **approximately 25 hours** on their personal project. This time covers the whole process, including meetings with their supervisor.
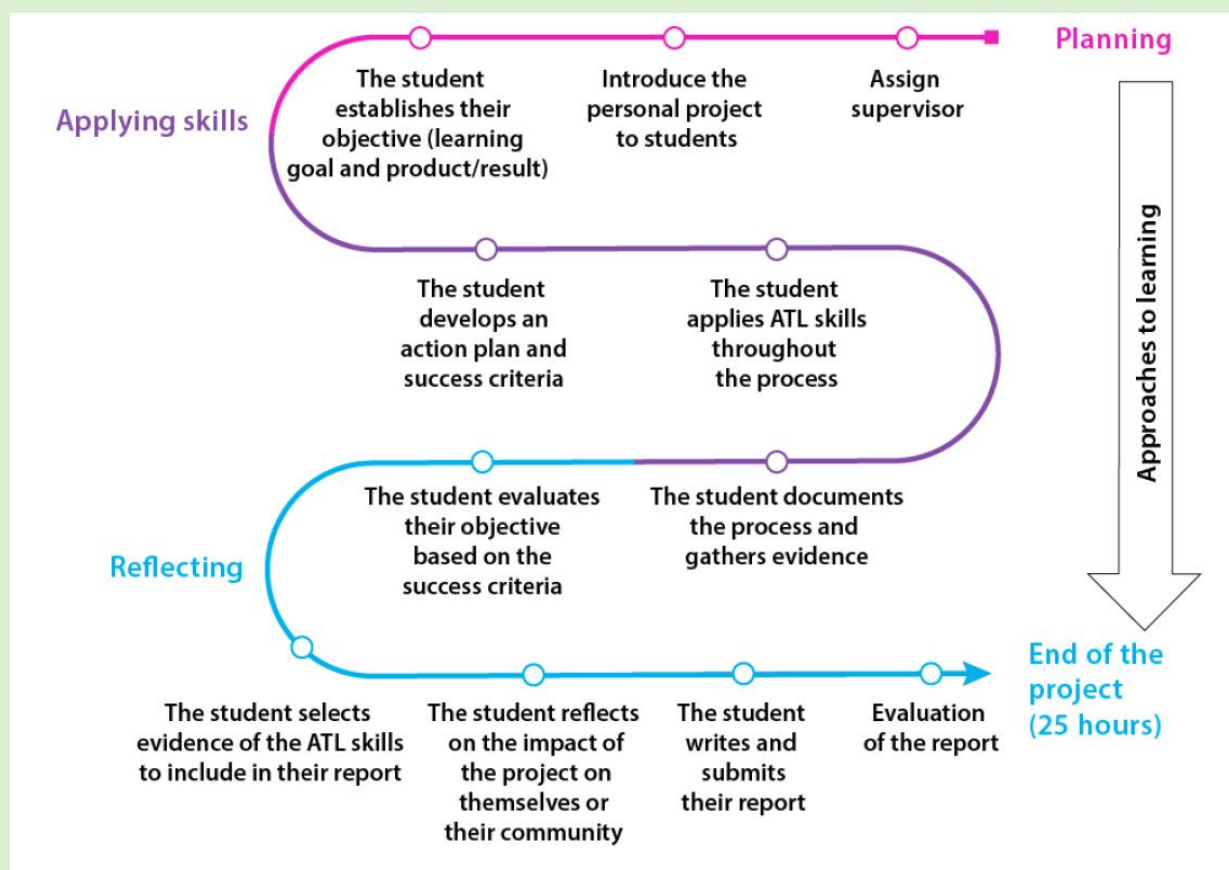Through the personal project, students:

❖ explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc)

❖ take ownership of their 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.

Specifically, students must:

● **establish** a **goal**, an **action plan** and **success criteria**

● **apply ATL skills** throughout the project process

● **gather evidence** of how they have **applied** ATL skills throughout the personal project

● **evaluate** the project based on the success criteria

● **select** evidence to add to the **report**

● **reflect** on the **impact of the project**

● **write** a **report**.

To complete the personal project, students must follow the following steps.

(Teacher support materials; MYP personal project Handbook for students and supervisors)

The role of the community

Many members of the community, both within and beyond the school, can support the personal project

(Table 4 in MYP Personal Project Guide; Published February 2021).

The role of the school and broader community	
Within the school	**Beyond the school**
The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.	Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, he or she does not assess the project. If schools use such a role, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment. Schools should refer to school policies and any legal requirements when using an external specialist, in the interest of student safety.

Aims of Personal Project

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The personal project is an opportunity for students to:

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

Objectives

The personal project has 3 objectives:
i. Planning
ii. Applying skills
iii. Reflecting

► **Objective A: Planning**

Students should be able to:
 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 its associated success criteria.

► **Objective B: Applying skills**

Students should be able to:
 i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
 ii. explain how the ATL skill(s) was/were applied to help achieve their product.

► **Objective C: Reflecting**

Students should be able to:

i. explain the impact of the project on themselves or their learning

ii. evaluate the product based on the success criteria.
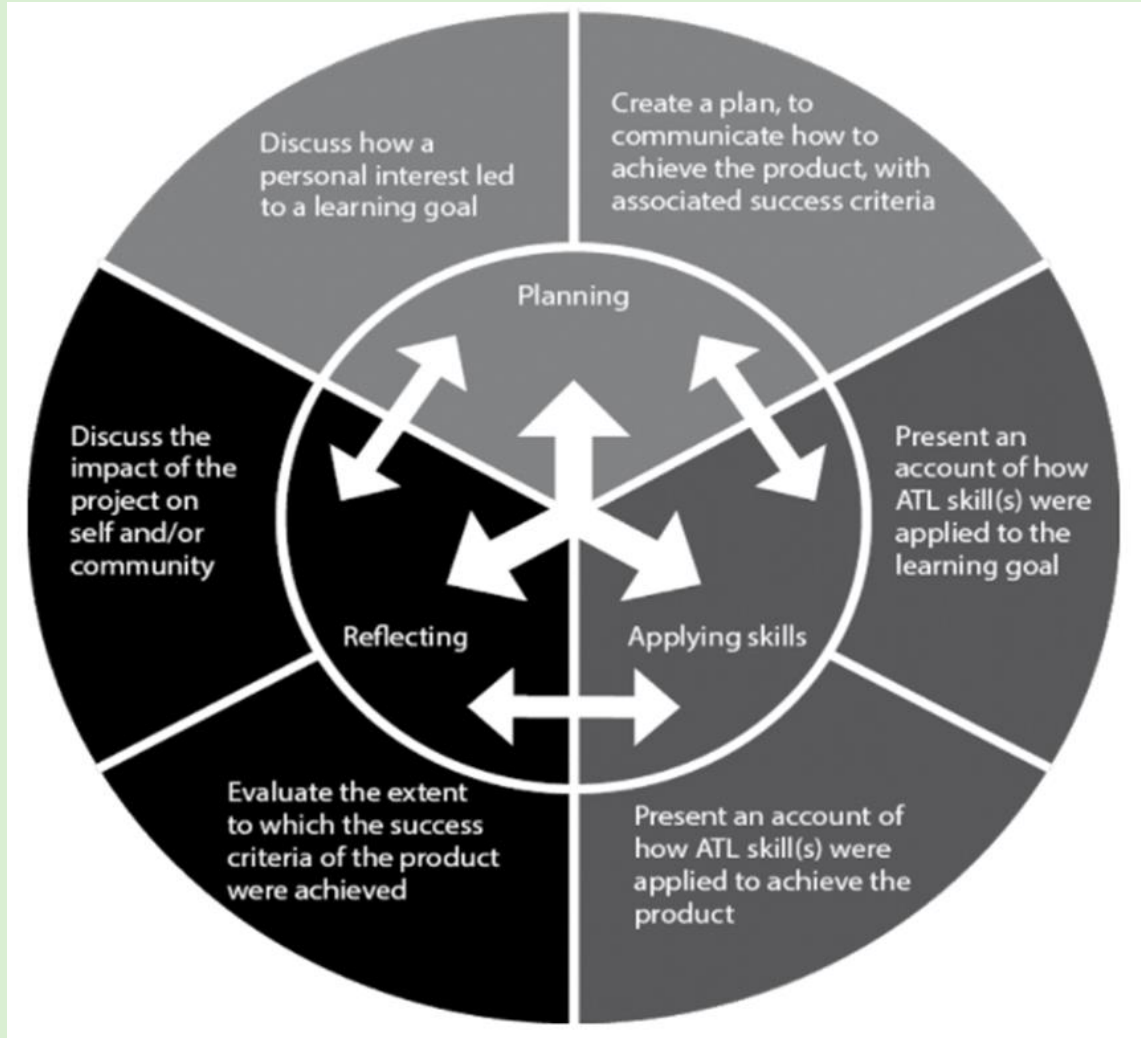
(MYP Personal Project Guide; Published February 2021)

Timeline for completion of the project

School provides a timeline for working on personal project, referring to that students prepare their action plan.

Evidence of the process

Gathering evidence for the project

Students are expected to document the process they followed to complete their project. In this way, they can demonstrate how they developed ATL skills and their academic honesty. Students must master different techniques for gathering evidence using portfolios, design projects, interdisciplinary projects or any other activity carried out during the project.

Students are not restricted to any single model for gathering evidence; however, they are responsible for producing evidence that shows they have fulfilled the personal project's objectives. To foster their independence, students must develop their own ways of gathering evidence and of using media of their choice, which can be written, visual, audio, digital or a combination of these.

Possible evidence may include:

● visual thinking diagrams (mind maps)

● bulleted lists

● charts

● short paragraphs

● notes

● timelines, 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.

Defining the project

The personal project is truly personal because each student sets their own goal based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP, such as:

• a global context that they find particularly compelling

• a service as action experience that they would like to build on

• a unit of inquiry that they would like to explore further.

Similarly, students may draw inspiration from their interests and hobbies outside school. They may also consider developing new ones.

The project consists of two interrelated parts:

- a learning goal (what the student wants to learn)

- a product (what the student wants to create).

The project can change, if necessary, during the process.

The project's starting point may be either the learning goal or the product. One learning goal can lead to different products, just as one product can relate to a variety of learning goals.

Below are **ideas** to help students define their projects.

● What have you always wanted to do?

● What do you do in your free time?

● What would you like to do in your free time?

● What IB learner profile attribute best describes you?

● What IB learner profile attribute would you like to develop?

● Which global context interests you the most?

● Which interdisciplinary or design project interested you the most?

● Which experience of service as action did you find the most satisfying?

● What problem within your community most affects you?

● Which is your favourite academic discipline?

● Which research project would you like to develop?

An example of starting with a learning goal to guide the creation of the product
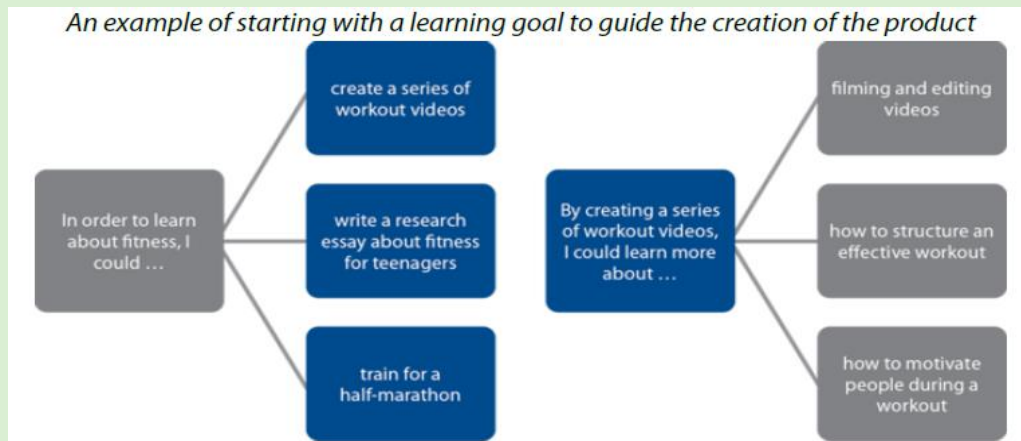
(MYP Personal Project Guide; Published February 2021)

Success criteria

The **success criteria**, developed by the student, measure the degree of excellence to which the **product** aspires or the terms under which the product can be judged to have been successful.

❖ The success criteria must be testable, measurable and observable.

❖ The success criteria must evaluate the product.

❖ The success criteria must evaluate the impact on the student or the community.

Below are ideas of specific product features that may help students establish success criteria to evaluate the quality of their products.

Product form:	Product content:
- technique or material used - number of pages - length - resource people - visual aspects - colours - size - text type.	- strand - target audience - organization - quality of the language - result achieved.

Action plan

Students need to create an action plan for achieving their chosen product. This process is iterative: as students create their action plan, they will gain a sense of whether they can achieve the product within a reasonable time frame and they may revise their learning goal and/or product accordingly.

To create a detailed action plan, students should develop success criteria for their product and determine the necessary steps or actions that will be required to meet those criteria. This will also establish a foundation to explain whether or not the goal was achieved in the report.

The process of developing success criteria and establishing an action plan to meet the success criteria is likely to require some research. Similarly, students may need to carry out research related to their learning goal, which could be included as part of their action plan.

Applying the ATL skills

To complete the project, students must work through different steps to explore the learning goal and achieve the product.

Below are some **ideas** of how to do this.
● Planning resources (financial, human and material) and constraints
● Producing drafts, sketches, prototypes, plans, etc
● Choosing information, techniques and materials based on the research
● Testing techniques and materials
● Compiling a list of purchases
● Predicting other possibilities
● Planning the documents to produce (survey, letter, poster, visual aids, etc)
● Preparing meetings (interviews, surveys, presentations, resource people, etc)
● Practising a presentation
● Creating
● Regularly assessing their work to see if the product helps achieve the learning goal; this could be a self-assessment or an assessment by another person
● Making necessary improvements
● Presenting the product

Which ATL skills will be useful for your project?
● Review the ATL guide.
● Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need.
● Identify how you will gather your evidence.

Reflecting

In the personal project, students should be able to explain the impact of the project on themselves or their learning and to evaluate the product based on the success criteria.

Below are ideas to help students assess the impact of their projects.
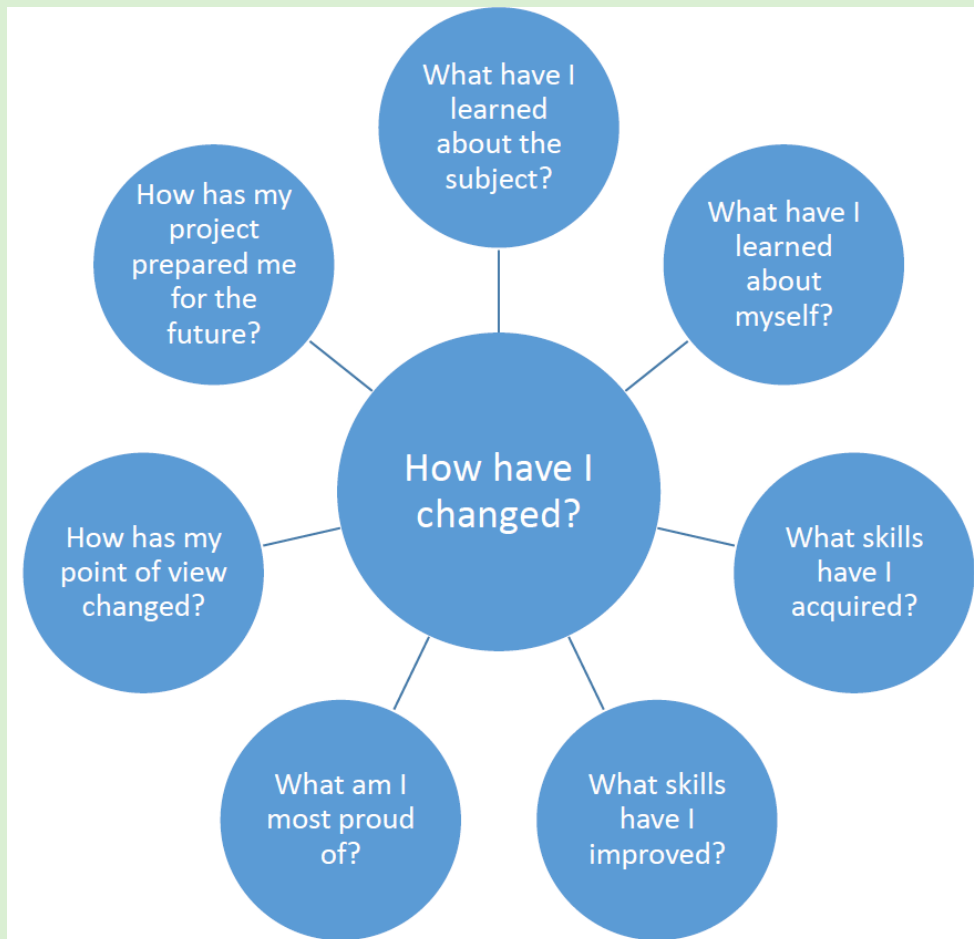
(Teacher support materials; MYP personal project Handbook for students and supervisors)

Evaluating the product

When students have completed their product, they use the success criteria that were developed early in the personal project to evaluate the extent to which they achieved their product goal.

This evaluation forms the basis for explaining the impact of the project and can also help students to select the evidence of the ATL skills to include in their report.

Below are ideas to help students evaluate their products based on their chosen success criteria.
● To what extent did I complete my product based on the success criteria?
● How can I demonstrate that I completed my product based on my success criteria?
● What are my project's strengths?
● What could I have done differently to make my product better reflect my success criteria?

Creating the Personal Project Report

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

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 is uploaded separately and is not included in the page limit.

6. The title page is not needed; if included it will count towards the page limit.

The report should be presented in identifiable sections following the MYP personal project objectives—

planning, applying skills, and reflecting, as shown in table 9, "MYP Personal Project Guide; Published February 2021". The report must include evidence for all the strands of all criteria.

Bibliography:

IB organization. "MYP Personal Project Guide, February 2021, (updated May 2022)." *International Baccalaureate®*, International Baccalaureate Organization, May 2022, https://ibo.org/programmes/middle-years-programme/assessment-and-exams/personal-project/.

IB Organization. "MYP Personal Project Handbook for Students and Supervisors." *MYP Personal Project—Teacher Support Materials*, Mar. 2022, https://resources.ibo.org/myp/subject-group/MYP-Projects/works/myp_11162-416720?lang=en.