The MYP Personal Project

ROBINSON SCHOOL

What is the personal project?

The **final requirement** for students to **complete in Year 5** (10th grade) of the MYP program at Robinson School.

A project in which the student will develop an area of **personal interest**.

A project that should present **a challenge** that **motivates and interests** the student. **This project will take approximately 8 months to complete and approximately 25 hours of outside of class time.**

A project in which **the student defines a clear goal and global context** and results with a **product and a final report.**

A project in which the student will show the extent of his **independent learning skills.**

Aims of the personal project:

To encourage and enable students to:

- Participate in **a sustained, self-directed inquiry** within a global context.
- Generate creative new insights and develop **deeper understanding through in-depth investigation.**
- Demonstrate **the skills, attitudes and knowledge** required to complete a project **over an extended period of time.**
- **Communicate effectively** in a variety of situations.
- Demonstrate **responsible action** through, or as a result of, **learning.**
- Appreciate the process of learning and **take pride in their accomplishments**.

FEW EXAMPLES
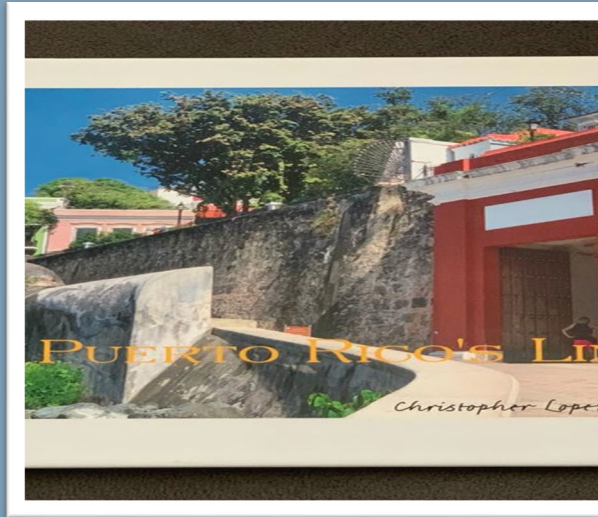
- Write and create a website promoting an insect diet (2019-2020)
- Creating a manga booklet to raise awareness and prevent teen suicide. (2016-2017)
- Write, produce and direct a short film about the foster care system.(2017-2018)
- Create a piece of art and donate it to an animal organization (2017-2018)
- Creating a mentoring program for young athletes. (2016-2017)
- Launch a recycling program
- Produce a documentary about the Leatherback sea turtles in Puerto Rico (2019-2020)
- Join a local civic group and work on solving a local/global issue.
- Develop your own video game or create a website (2017 -2018)
- Design clothes (2018-2019)
- Writing and composing a song (2018-2019)
- Organizing a political forum (2018-2019)
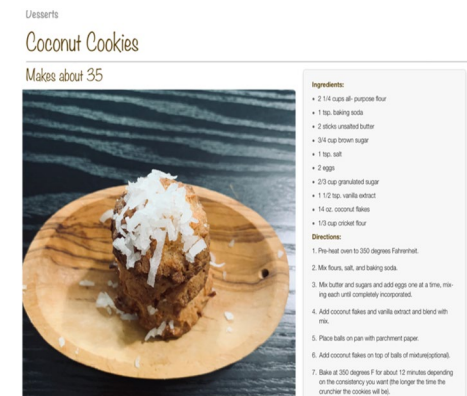
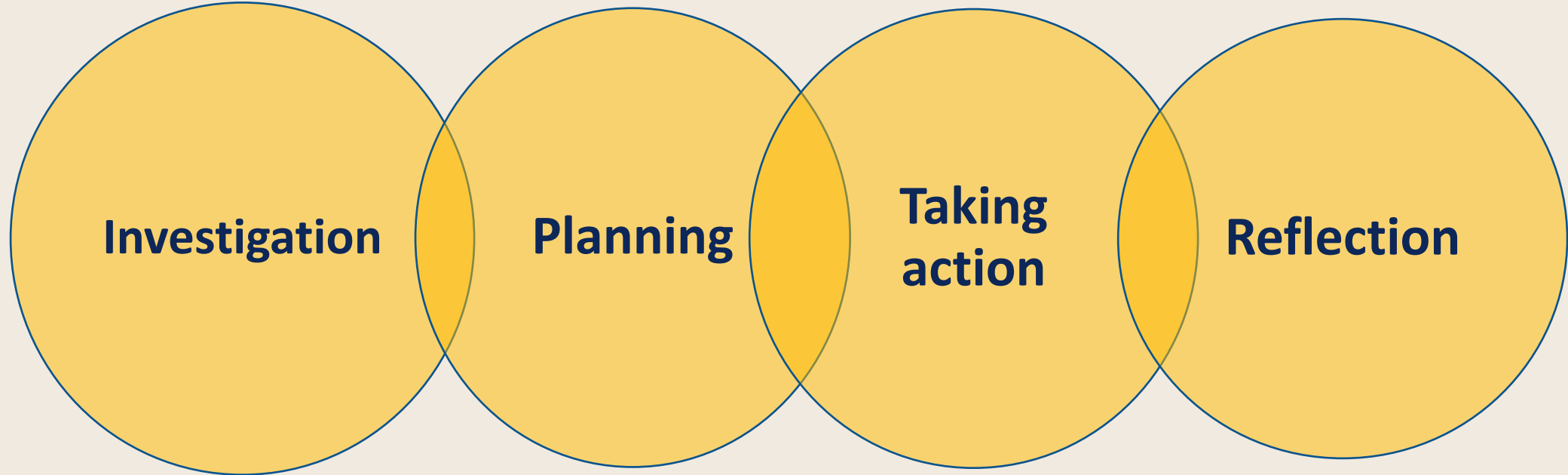# The three components of the personal project

The process journal

The product / outcome

The final report

How is it assessed?

4 assessment criteria:

Investigation

Planning

Taking action

Reflection

Important note: As any other course, the final personal project grade is included in the school transcripts and GPA.

Timeline	Actions
9th Grade. April – May	***Brainstorming*** *(deciding on the goal, the global context and the final product /outcome.)* *A supervisor is assigned to the student before leaving for summer break*
10th Grade. May – September	***Investigating phase; Research period***
10th Grade. September – October	***Planning phase***
10th Grade. October – December	***Taking Action phase.*** *The product should be completed at the end of this phase.*
10th Grade. December – February	***Reflecting phase.*** *In January students start working on the Final report due February 18th*
March	***SHOWCASE OF ALL PERSONAL PROJECTS***

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Phase 1: Investigation

In this section:

- The students define **a clear goal and context** for the project, based on their personal interests. Basically, they have to explain: **What do they want to achieve, when, where, how and why do they want to achieve it?**
- The students identify **what knowledge relevant to the project** they already possess. (from personal learning and from the MYP subject groups.) **Basically what do you already know about your topic and product?**
- The student demonstrate their **research skills**: the ones when they started the project and the ones they have developed through the project.

Phase 2: Planning

In this section:

- Students will have to **develop their own rubric to evaluate their product or outcome** of the project. Questions they will have to answer: "How am I going to evaluate my product?" "What are the best criteria to assess its quality?". They will select 5 rigorous specifications that will allow them to evaluate their product and its specificity.
- Plan and record **the development process of the project.** They have to demonstrate their self-management skills by creating a timeline or any other chart that show the different dates, deadlines and resources necessary to complete the product according to the personal project deadline.
- Students will demonstrate **self-management skills. [organizational skills, affective skills and reflective skills]**

Phase 3: Taking action
The "doing part" of the project

In this section:

- Students create the product / outcome **in response to the goal, global context and criteria that were defined in phases 1 and 2.**
- Students demonstrate **thinking skills. [critical and creative thinking skills]**
- Students demonstrate **communication and social skills. [Collaboration skills]**

Phase 4: Reflecting

Part where students look back over the project: Reflect on the quality and success of their product/outcome, identify strengths, weaknesses and possible improvements as well as their growth as an IB student.

In this section:

- Students evaluate **the quality of the product or outcome against its criteria / specifications. They will assign a grade or clear results on the quality of their product.**
- Students reflect on how completing the project has extended their knowledge and understanding **of their topic and Global Context**.
- Students reflect on their **development as IB learner** through the project.[at least 2 attributes from the IB learner profile with evidences and examples.]
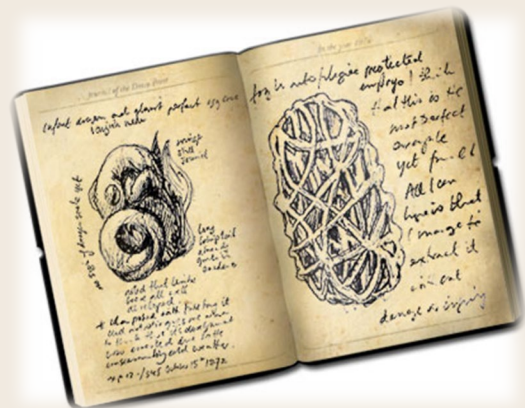
The process journal

- The process journal is part of the assessment which means **it is assessed.**

- They must show evidence of **regular use** of the process journal and discuss it with their supervisor **each time they meet**.

- The process journal is **a notebook on OneNote** and should be **shared with the supervisors and the personal project coordinator.**

- **Annotated extracts (maximum 10 pages) must be submitted with the final report** and will be used to determinate the level awarded for each criterion.

- Documenting the project in the process journal might include: mind maps, bullet, charts, short paragraphs, notes, timelines, pictures, annotated illustrations, sketches, etc. **The entries and actions described in the process journal are to be connected with the Approaches To Learning skills.**

The product /outcome

- It must be connected to the **student's goal and global context** for the personal project

- It should respond **to the criteria/ specifications** developed in Phase 2 Planning.

- **The product is not the element that will be assessed by the supervisor, but** **by the students themselves**.

- While creating the product / outcome, students should **take pictures, and/or very short videos that will be used as evidences of the completion of the product/ outcome.**

The final report

- We ask students to present it formally in written form

- Length: a minimum of **1,500 words and a maximum of 3,500 words**

- **It has to be structured in identifiable sections following the 4 MYP criteria and each one of the strands.**
  1. *Investigation*
  2. *Planning*
  3. *Taking action*
  4. *Reflection*

The role of the supervisor

- A supervisor **is assigned to each student**.(usually before going on summer break)

- Students should meet **regularly** with their supervisor during the whole process of the personal project. **Three of these meetings** will be recorded on a special form, the Academic Honesty form. To meet with the supervisor students should arrive prepared: updated process journal, questions and/or doubts jotted down in one section of the process journal, etc.

- The supervisor is not the one completing the project but he / she will:
  - ✓ Guide students on **how to complete the personal project successfully**
  - ✓ Provide **constructive comments at each stage of the project**
  - ✓ Ensure that the student's project **is inspired by the global contexts**,
  - ✓ **Assess the completed project** according to the 4 criteria (Investigation, Planning, Taking Action and Reflection)
  - ✓ Ensure that the project is **authentic** and **entirely the student's own work**, and that the material is adequately referenced.

- The supervisor **will not take over the student's personal project**

- Students **should be proactive in seeking the supervisor's comments and feedback.** YOU should always be prepared when meeting with him/ her

- The supervisor might not be an EXPERT on the student's topic but can guide in finding one.

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Role of the parents

Parents should encourage their child to:

- Keep the goal **feasible and simple enough to avoid feeling overwhelmed.**

- Choose something that **he / she is truly interested in**

- Read and discuss the **assessment criteria** with your child (All documents are in the personal project Canvas course.)

- Make **regular entries** in his/her process Journal

- Regularly review **the recommended timeline**

- **Balance commitments, meaning that students need to carefully choose their activities.**

    2 important reminders:

- **The product is not the personal project and the student is not assessed on his/her product.** He /she is assessed on the **PROCESS** that he/she develops in order to complete the product and that will be **recounted in the final report.**

- Parents should also remember that this is **their child's personal project,** and they can encourage, motivate and guide him/ her but not take over the project.

Recipes for the veggies

The Rebirth of Our Beaches Art Gallery

Our future on a plate

Thank you! Gracias! Merci!

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