

International School of Bydgoszcz

Middle Years Programme
Personal Project Guide
2018-2019

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Introduction

What is the Personal Project?

The Personal Project is an individual project that you are required to complete in Grade 10. It is something for you to do in your own time, apart from your regular class work. You have about six months to complete the project, beginning in September and finishing the final product around April. It is very important to remember right at the beginning that the Personal Project is not just about the finished product, but about the process of creating it, learning from mistakes along the way, and finally, presenting your work for others to appreciate.

The Personal Project should be **your** project to do what **you** want to do. It is a product of your own initiative and should reflect your experience of the Middle Years Program. It provides an excellent opportunity to produce a truly creative piece of work of your choice, to demonstrate the skills you have developed in Approaches to Learning and to show your understanding of the Global Context.

Your Personal Project should:

- Have a clear and achievable goal
- Be focused on one Global Context
- Allow you to express a truly personal message while contributing to a community you are part of
- Be the result of your initiative, creativity and ability to organize and plan
- Reflect your special interests, hobbies, special abilities or concerns about particular issues
- Deal with a topic or area to which you are committed
- Be entirely your own work (authenticity is very important)

Your Personal Project must not:

- Be part of any assessed course work
- Take over your whole personal or social life, nor interfere with your studies, even though it will involve many hours of work
- Be too closely linked to any specific subject

Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do.

Glossary of terms

| Terms | MYP definitions |
|--------------------|--|
| Bibliography | An alphabetical list of every source used to research the project |
| Criteria | Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student |
| List of references | An alphabetical list of only those sources that are cited in the project presentation or report |
| Outcome | The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign |
| Process journal | A generic term to refer to the documentation that students develop during the process of completing the MYP project |
| Product | The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model |
| Report | A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible |

Requirements

The Personal Project is an individual project developed and completed in your G10 year (although you can of course start sooner!). It consists of four main components, each of which is an important part of the project:

1. The project itself – the work that you produce in the end
2. Your process journal – your “work in progress” notes and reflections about the process
3. Your written report – your report about what you did and how you did it.
4. The project exhibition – where your work and that of others will be shared

1. The Project Itself

There are two kinds of Personal Project – Research Projects and Creative Projects:

A. Research Projects. These projects research a particular topic and produce in the end an extended piece of the student's own writing.

This kind of project needs to have a clear sense of direction and purpose and cannot simply tell a story or present an outline of ideas. For research projects, you will need to:

- Find and decide what your topic is – what is your question? What would you like to find out?
- Set a clear goal and purpose for what you write – is it to inform? To instruct others? Investigate for yourself? Persuade others?
- Who is the target audience for your writing (this will help you shape your writing style). How will you reach this audience, and how will this shape your goal of what you want your writing to achieve?

B. Creative Projects. These projects involve you creating something, and result in something you make, create or perform.

In this option, you can pursue your own creative talents and make something entirely your own. The personal statement (writing) part of the project will be shorter than in the research option but will still need to follow the required format as outlined below.

Whichever option you choose and whatever topic you may end up with for your project, it is absolutely essential that you discuss your ideas with your supervisor to decide whether or not they are realistic for a project. Your supervisor will also be able to advise you about making regular progress on the project as well as making sure that you are keeping up with the requirements along the way.

What makes a successful Personal Project?

Ideally, the project will be meaningful to you, and in that way, it will be easier for you to make it meaningful to others. You want to produce a project which is original, shows your own individuality, and is something you are genuinely interested in. An important aspect to remember, always, is how your project fits into a larger community that you are part of. Ask yourself early on how your project can be meaningful for others, too.

What kinds of things can I do for my project?

Of course, the project must be your own, but here are some general ideas:

- Your own original piece of art (performing arts, music, painting, dance, fiction, drama ... wherever your talents take you)
- Your own original science experiment
- An academic study and written report on a topic of particular interest to you
- An invention, object or system you design
- Create a game, book, or website
- A musical production/CD/original recording /design/promotion

Some specific examples of successful projects from other IB schools:

- How primary school student learn languages (extended writing)
- The importance of sports for handicapped people (extended writing)
- How different types of music are used in advertising (extended writing)
- Producing a school play (event)
- Training/ coaching and organising a tennis tournament (event)
- A painting about a theme: a grandfather's life story (product)
- Photographic essays (product)
- Collages about events (product)
- Animation film about a theme (product)
- Designing and creating costumes, guitar amplifiers, stained glass window, sculpture etc (product)

Whatever you do, be it designing and creating something, composing a work of art or researching an academic question of interest to you, the process should not be rushed. The personal project is about the process, not just of creating in the end, but about setting goals and planning out the process. In your journal, you should show how you moved through the process, about the mistakes you may have made and how you learned from them. Mistakes are not a problem – they are part of the process and are a great opportunity to learn. Make sure you meet with your supervisor regularly for advice!

2.The Process Journal

The process journal is a key component to the Personal Project. It is a required piece that needs to be submitted when your Personal Project is submitted. The process journal is the space that you should put all your brainstormed ideas, even if the ideas of your project change (this is important because it shows how you have moulded and shaped your project and how it has transformed throughout the course of this process). You should record your progress in this

journal including: notes and/or drawings, reflections in your ideas, achievements, obstacles, and any other information you think is relevant to your project. *Please remember, so that your planning and regular progress with your project can be properly appreciated (and assessed), it is very important that you regularly upload parts of your process journal to ManageBac!*

What the process journal should be:

- something you start at the beginning of the process, and contribute to regularly, not just at the end of the project.
- an honest reflection of your creative and learning process along the way
- a place for planning, reflection, putting down ideas before you forget them!
- a place for reflecting on sources and materials, or on meetings with your supervisor
- done in a format that works for you (it can be writing, notes, audio or video recordings, depending on you and your project), because finally it is
- used to help you develop the project and to create the final report
- will document your consistent planning, reflection and progress, which is an important component of the PP final assessment. So even if you keep a handwritten journal for yourself, it will be important to put in 'updates' to ManageBac from time to time as well.

What the process journal should not be:

- completed “backwards” when the project is done
- an every-day task (unless this helps you to work regularly)
- an additional task – it is supposed to help you make progress on the project, not distract you!
- a daily diary of everything that happened with school or the project

Below is a suggestion on how you may want to set up your journal:

- **Work Completed This Week** – This section should detail everything that you accomplished on your Personal Project every week.
- **Resources/Bibliography Consulted** – In this section, you should record all of the bibliographical information. Remember that you should include conversations with experts dealing with your project, as well as basic book and Internet resource information.
- **Challenges/Difficulties Faced** – This section should be dedicated for issues that arose during your project process. It is important that you record this information as it can and should show how you dealt with obstacles and adapted your methods.
- **Evaluation of the Process and Progress** – In this section, you should state what your original plans and goals were for your Personal Project and how you achieved or did not achieve your original goals. It is acceptable for you to not have met your goals, but you must clearly identify the issues that arose that prevented you from meeting your goals (“I ran out of time” or “I just got too busy” are **NOT** acceptable issues).

3. Your Personal Project 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 his or her personal project by summarizing the experiences and skills recorded in the process journal.

The report should be presented in identifiable sections, following the MYP project objectives—investigating, planning, taking action and reflecting. The report must include evidence for all the strands of all criteria.

The format of the report for the personal project can vary depending on the resources available and the interests of the students. Students should take into consideration learning preferences, personal strengths and available resources when deciding on the best format for the report. 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 student's supervisor is responsible for providing guidance on the format of the report.

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

| Format | Length |
|---|-------------------|
| Written | 1,500–3,500 words |
| Electronic (website, blog, slideshow) | 1,500–3,500 words |
| Oral (podcast, radio broadcast, recorded) | 13–15 minutes |
| Visual (film) | 13–15 minutes |

The report, however creatively developed and presented, does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written form, such as an essay or novel, this is considered as distinct from the project report.

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the structure as outlined above. This should be a formal written piece in which you explain not only what you did, but also quite importantly, how and why you did things the way you did. Your writing in this report must be formal, well-structured and well-organized.

An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardization purposes and for possible submission to the IB for moderation. Students may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. The school and the student should determine whether an appropriate audience would be effective for this format.

A visual report is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates his or her achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

An electronic report can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, students must ensure that the electronic report meets the assessment criteria and effectively demonstrates his or her engagement with the personal project.

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations should be as below:

| Time (audio or audio-visual recording) | | Word limit |
|---|-----|-------------------|
| 3 minutes | and | 1,200–2,800 words |
| 6 minutes | and | 900–2,100 words |
| 9 minutes | and | 600–1,400 words |
| 12 minutes | and | 300–700 words |

As the report is a component of the MYP personal project, students should plan their time carefully. Planning, drafting, rehearsing and preparing materials are all necessary steps, and students should be aware of the amount of time required to complete the report. Students should be careful to ensure that their report is a distinct component of the MYP personal project and is not a collection of process journal entries.

If a personal project involves group work, each individual student must create his or her own report clearly demonstrating his or her contribution in all stages of the personal project. Further, each student must maintain his or her own process journal.

When submitting the report for assessment, students must include:

- ✓ • the personal project cover sheet
- ✓ • the completed academic honesty form
- ✓ • process journal extracts
- ✓ • any supporting visual aids used during the presentation, if applicable
- ✓ • bibliography/sources.

Additional Guidance:

- Students should review the report with their supervisors to receive formative feedback before they submit it for the final summative assessment.
- Students may use any form of visual support.
- Students must acknowledge their sources regardless of their format of presentation.
- The school and the student should determine whether or not an appropriate audience would be effective for this report.

4. Your Personal Project Exhibition

Towards the end of the Personal Project you will need to think carefully about how you will present it. You must always consider your presentation from other people's perspectives. You will be displaying your project at the Personal Project Exhibition near the end of your 10th grade year. The nature of the presentation will vary depending on the type of personal project.

Getting Started

The Personal Project Coordinator and the MYP Coordinator will give you some advice at the beginning of your project. You will then choose or be assigned a supervisor with whom you will meet regularly to make sure that the progress you are making meets the goals and deadlines for the project. Your supervisor does not have to be an expert in the area you are working on but is there to guide and help you work systematically and make progress, so it is best to choose someone you feel comfortable working with.

This handbook contains the necessary guidelines regarding completing your Personal Project; it also contains the assessment criteria for the project (details in Appendix 1). Be sure to read through ALL of the information and ask questions about anything you do not understand.

Can I Work with Others?

Your project may involve others (for example, if you are directing a play, organizing an exhibition, or starting a new student/community organization). Remember, however, that what is most important to the Personal Project are your own contributions, and these have to be clearly visible. It is **your** work that will be assessed.

What Steps?

Classes in Approaches to Learning have given you background for your Personal Project. The stages in the development of your personal project will include the following:

- exploring and choosing themes and topics with a clear focus on the dimensions of one Global Context,
- planning the project,
- gathering the necessary material,
- working on the project,
- using a process journal or log book effectively,
- presenting the outcome (the product and the structured writing).

Investigating and Choosing the Goal and Topic

Any project will involve an important phase of investigation or research. When you are choosing your topic or theme, and the goal of your project and your approach, you must remember that the personal project is your way of demonstrating your understanding of the Global Contexts. You must therefore choose a goal and focus on one of the Global Contexts that will allow you to do this.

You should discuss ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do. It is also important that you have a discussion with your mentor about your choice to see whether or not your intentions are realistic. This may be the first time you have been asked to do a significant independent investigation. You should realize that your supervisor is not looking for work of university standard. Instead, this is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to describe and justify a focus on your chosen Global Context.

Your topic or theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopedia, or on the Internet. It should be a topic or theme that you really want to explore, and that will allow you to reflect on and analyze ideas to express a personal point of view. It is important that you continually keep the goal of your personal project in mind, although the goal could be modified in the light of experience gained during the process.

These questions may help you select a topic. ANSWER THEM IN YOUR PROCESS JOURNAL!

1. What do you like to do in your spare time?
2. What are some of the things you do really well?
3. What would you like to do better?
4. When it comes to writing, what kinds of assignments do you most enjoy?
5. What kinds of writing assignments do you least enjoy?
6. Think about your community. What improvements would you like to make?
7. Will you involve the community in your project? If so, how?
8. Which Global Context has inspired you most?

Planning the Project

The next part of the process is to plan the steps towards completing your personal project. You should write an outline of your main ideas, guided by a statement of your goal, as discussed with your mentor. The purpose of the outline is to:

- define the investigation
- help in the choice of appropriate sources and material.

Ask yourself the following questions, which are neither definitive nor exhaustive.

- Where do I find the necessary material?
- Who has information about my topic?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit museums?
- Do I need to interview individuals?

You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness.

After checking with your mentor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order of the tasks. Gather your materials once you have a complete list of sources.

Completing any type of project is not usually a simple process; it may be messy and involve changes in your plans. This Personal Project for IB is no exception, but it will be worthwhile because it's about your own goals!

Gathering the Necessary Materials

When you have found a source of information or inspiration, you will need to decide how useful it is. The list of sources in your final report should only include those you have actually used. Remember to keep the goal of your project in mind. This will help you to select what is useful and relevant.

Always write down the source of your material – it is FAR too easy to say to yourself that you will remember, and then forget it later! This information will vary according to the type of source consulted.

- A book: record the author(s), title, edition, series, bibliographical address (city, editor and date of publication).
- An interview: record, for example, the name, address and function of the person.
- An experiment: record, for example, the apparatus and the circumstances.
- A work of art: record, for example, the name, artist or other reference (such as the location of a gallery or museum).
- An Internet site: record the address, the name of author and the date of publication.

(a complete guide to how and when to reference sources can be found at the Purdue University Online Writing Lab – OWL, or of course, you can use EasyBib).

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

Working on the Project

Depending on the nature of your project, you will need to reflect on, analyze, criticize and synthesize the material in a constructive way. You may also have to change your original plans in the light of circumstances or new information. Consult your supervisor regularly.

Useful Ideas

- Take pictures of yourself working on the project. These are useful in showing proof of working on the project as well as for your poster board for the Exhibition.
- Always assume that the people who will look at your personal project know little or nothing about the topic.
- Use drawings and pictures only when necessary, for example, if they add to the clarity of the personal project.
- Access to a computer at different stages of the development of the project would be very helpful as you write your Personal Project, making it easier to edit a draft version and produce a neat, easy-to-read product. In any case, your final structured writing should be typewritten or word-processed, where possible.
- Have a look at the examples of personal projects that other students have done and see how they have presented their ideas. Discuss the final structure you propose to use with your supervisor before you start work on it. You could also perhaps ask other students for their opinions. Remember, however, that your personal project **is and must be your** piece of work.

At the end of this project you will be required to provide the IB Coordinator with the following:

1. Completed Personal Project

2. PP Materials:

- Process Journal
- Personal Project Report Final Product or Performance

Personal Project Schedule

International School of Bydgoszcz, 2018-2019

| Phase | Month | What? | Why? | How? | Documents/Managebac |
|---|-----------|---|--|---|--|
| 1. Beginnings Investigation & Design | September | Introduction. | To introduce the personal project and give an overview. | Presentations from Personal Project Coordinator and Global Context Leader. Examples of other Personal Projects. | Project brainstorming documentation |
| | September | Brainstorm and generate ideas | To help think about initial ideas for project and initial planning and research. | Begin process journal; discuss ideas in small groups and consider what Global Context is being included in the personal project; to clarify ideas with peers. | begin journal entries on Managebac (ideally 1x/week or more) |
| 2. Research and planning | October | Meet supervisor (several meetings) | To discuss the topic, Global Context focus and to understand assessment criteria; to provide information about the different modes of communicating the project. | Supervisor and student arrange meeting (Personal Project coordinator provides information about time slots and locations). | Project Proposal form due beginning of October on Managebac and paper copy. |
| | through | | | | <u>Must include:</u> Topic Goal, including criteria for judging success or failure Global Context Inquiry Question |
| | December | Identify further planning steps | To ensure that student is clear on the way forward. | | Meetings with supervisor should be recorded on academic honesty form |
| | Holidays | Work on the project is entirely voluntary but its strongly recommended. | To complete any work which would be difficult once school begins. | Student does research and uses process journal to record information. | Process journal entries |

| Phase | Month | What? | Why? | How? | Documents/Managebac |
|----------------------|--------------|---|--|--|-------------------------|
| | | | | | |
| 3. Production | January- | Meet supervisor & make brief presentations | To ensure that student is clearly on the way forward | <p>Student provides information from process journal; reports on the project to date.</p> <p>Student works on project, follows plan and takes action to complete the project; use process journal, report with MLA references.</p> | Process journal entries |
| | February | <p>Continue work on the project</p> <p>Meet supervisor</p> | <p>To discuss progress to date and challenges; to identify steps to take.</p> <p>To discuss reporting the project.</p> | <p>Student works on project, follows plan and takes action to complete the project; use process journal</p> <p>Supervisor and student discuss the structure of the report and how the student will report the project.</p> | Process journal entries |
| | early March | Complete the project - product or outcome is complete by the end of this phase. | To ensure ample time for preparing and writing the report. | Student works on project, follows plan and takes action to complete the project; use process journal | Process journal entries |
| | end of March | Draft report in whatever format, hand in | To evaluate using assessment criteria. | Provide formative feedback to the student on the report. | Process journal entries |

| Phase | Month | What? | Why? | How? | Documents/Managebac |
|---|---|---|--|---|---|
| | | to supervisor | | | |
| 4. Completion Presentation | April 1, 2019 Exhibition ca. April 3, 2019 | Hand in final version of personal project: process journal or extracts, product or outcome (actual or visual representation); report This is the final deadline. Setting-up Personal Project final exhibition | So that everyone works to the final deadline and plans his/her work accordingly. | MYP exhibition at a venue to be announced | Completed report, including any attachments, in final form PP Cover sheet (hard copy) Academic honesty form completed (hard copy) |
| Marking and standardization | April 2018 | Personal project will be assessed and standardized by at least two teachers. | To ensure that assessment of projects is standardized. | Supervisors meet at allotted time with materials. | |

Phase 1 Investigation & Design—September

The first phase of your personal project is to narrow your focus for your project into something that is manageable and feasible to complete in the given timeframe. During Phase 1, you will begin your process journal (since you will officially be beginning the process of your personal project). Use the Worksheet for Phase 1 located in the Personal Project Form Section to get you started on Phase 1. You will be meeting with your supervisor as soon as you have identified your project work. Your supervisor may end up being a teacher, counsellor, or administrator at ISoB.

Phase 2 Planning—October-December

The second phase of the personal project is planning. In order for this process to be smooth and successful, your personal project needs to be organized and well-planned. Once you have your project planned, it is vital that you regularly check, reflect, and journal on your plan to maintain the focus of your personal project. If your plan changes due to unforeseen circumstances, that is okay, just make sure that you document the change in your process journal (including why you had to modify or adapt your plan). Use the Phase 2 Worksheet located in the Personal Project Forms Section to get started on your planning.

Phase 3 Creating & Evaluating—January – March

Phase 3 is the phase where you finally have the opportunity to create your product and obtain your outcome. Additionally, you are evaluating the outcome of your project. You will have a substantial amount of time to get this piece of your project done. Despite the fact that you have ample time, you will still need to be efficient in your work on your personal project. It is imperative that you also regularly work on your project and check-in with your supervisor. In this phase, you are carrying out the plan that you have come up with during Phase 2 of this process. Please understand that not all projects will achieve the outcome you have designed, and that some plans may fail. This will not affect your grade or credit for this project, as the process you have gone through is equally important to the actual product/outcome you were hoping for. (Reference Phase 3 Worksheet in the Personal Project Forms Section for guidance to this phase)

Phase 4 Presentation—April

The last and final phase to your personal project is the presentation of your project via your project report. Along with your project supervisor, you will determine the best way for your project report to be communicated. The specific guidelines for your presentation are located in the Personal Project Report Section. Additionally, please reference the Phase 4 worksheet in the Personal Project Forms Section for guidance through this phase.

Personal Project – Aims and Objectives

The objectives of the personal project state the specific targets that are set for learning. They define what the student will accomplish as a result of completing the personal project. These objectives relate directly to the assessment criteria found in the later sections of this guide.

Objective A: Investigating

Students should:

- i. define a clear goal and context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Objective B: Planning

Students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Objective C: Taking action

Students should:

- i. create a product/outcome in response to the goal, context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Objective D: Reflecting

Students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as an IB learner through the project.

Investigating and planning the personal project

The MYP personal project consists of three components.

| Personal project component | How it is assessed |
|--|--|
| Focus on topic leading towards a product/outcome | Evident in the presentation/report |
| Process journal | A selection of extracts in appendices of the report |
| Report | The content of the report assessed using all four criteria |

Personal projects are developed and completed by individual students, but they may involve group work (for example, a performed play). While the product or outcome may be created collaboratively, each student's individual contribution and process through the five stages of learning must be apparent. Group projects that allow students to individually take responsibility for different aspects of the project can prove to be a valuable experience too. The personal project is always assessed individually for each student.

Students need to identify a goal, based on areas or topics of interest to them. It is useful for students to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. Project supervisors need to guide and advise students on the selection of topics for the project. However, they have to balance providing support with objectivity and must not take over the project from the student. Ownership of the project must remain with the student.

Students should document their thinking, their research process and the refining and development of their initial ideas. Students will develop an outline of the goal they wish to pursue, which will often form the basis of the first meeting between the student and the supervisor.

Students should develop a goal that they can accomplish, but which challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Some proposed projects may require overly complex procedures or a process of learning that is too lengthy. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the student and the supervisor.

The student's individual strengths and weaknesses need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student's own; he or she must have the capacity to complete the project without relying solely on the help of others. The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

Some examples of challenging and highly challenging personal project goals are as follows:

| Challenging goal | Highly challenging goal |
|--|--|
| A student documents his or her self-taught skills of photography. | A student documents his or her neighbourhood through a photography exhibition. |
| A student creates a durable bag using second-hand materials. | A student creates a range of bags using second-hand materials to exhibit at the local arts centre. |
| A student writes an article on a topic of interest for a journal (school/academic/special interest) and submits it to an audience. | A student writes and publishes an original book-length feature on a topic of interest. |

Creating criteria for the product/outcome

As part of the goal, students must determine a final product/outcome of their project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work.

Students must define realistic criteria to measure the quality of the project's final outcome or product. Working with their supervisor, students decide what constitutes a high-quality product/outcome. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Students document the criteria in their process journal and use them to assess the final outcome or product.

For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.

Usually, students will not be able to define the criteria until they have spent some time researching the goal, and criteria should only be determined once students have a clear understanding of what they want to achieve and the proposed product/outcome of their project.

While the project is personal in terms of the working independently on a challenge they have set for themselves, it is important to keep being of service to others when setting a goal for the project. This may mean, for example, when working out a personal training regimen, thinking of how to share this knowledge with others, or with an arts project about how the work may be shared with a larger community (e.g. through an exhibition, etc.). Think of the project as related to CAS, but not the same. Pursue your own interest, set yourself a goal, but remember also that you are part of a community (or many communities) that you can contribute something positive to through your work.

Identifying the global context for the project

The global context chosen by the student provides a context for inquiry and research for the project. Students choose only one global context to define their goal. In most cases, other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project. Your project should demonstrate clearly that you understand the Global Context and how your project relates to it.

Below are some examples of the use of each global context for an MYP personal project.

| Global context | Examples of personal Projects |
|---|--|
| <p>Identities and relationships 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.</p> | <ul style="list-style-type: none"> • Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying • How online identities impact offline relationships; a research essay • Keeping culinary traditions; a video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film |
| <p>Orientation in space and time 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 civilizations from personal, local and global perspectives.</p> | <ul style="list-style-type: none"> • The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; immigration over the ages through visual texts • Charting a family history through archives and a representational statue |
| <p>Personal and cultural expression 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.</p> | <ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts centre; a performance |

| Global context | Examples of personal Projects |
|---|---|
| <p>Scientific and technical innovation 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.</p> | <ul style="list-style-type: none"> • Nano fibers build stronger bikes; a prototype bike with nano fibers • What’s the matter with the anti-matter?; an informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplants?; an investigative report |
| <p>Globalization and sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p> | <ul style="list-style-type: none"> • The struggle for water in developing countries; an awareness campaign • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation • Education as the tool to change the future of Peru; a workshop for adults • The role of the developing countries in protecting the tropical rain forest; a collection of slides |
| <p>Fairness and development 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.</p> | <ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for students • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting |

The global context helps the student engage in a cycle of inquiry and a process that leads him or her from academic knowledge to thoughtful, principled action.

Role of Supervisors

During the process of the Personal Project, you will be assigned co-supervisors who will also assist you. They will help you maneuver through this process and serve as facilitators. Your supervisors are not expected to be experts in your chosen project, nor expected to do your project for you. They are facilitators, to guide you on your journey of learning.

Your supervisors' responsibilities include:

- Ensure the chosen Personal Project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues.
- Provide guidance to students in the planning, research and completion of the personal project
- Confirm the authenticity of the work submitted
- Assess the Personal Project according to the criteria
- Take part in the internal standardization of assessment process established by the school.

Additionally, your supervisors should give you support and guidance regarding the following information:

- Guidelines about the Personal Project
- A timetable with deadlines
- The assessment criteria
- Advice on how to keep and use the process journal
- The importance of personal reflection and analysis
- Formative feedback
- The importance of positive attitudes such as initiative, willingness to correct or perfect their work
- Responsibility and a sense of organization
- The requirement for academic honesty

You are responsible for setting up the schedule of meetings with your supervisor and keeping a record of what takes place in your process journal.

Oral, visual and multimedia reports must be recorded for internal standardization purposes and for possible submission for moderation. Supervisors must ensure that the quality of the recording is sufficient for submission to the IB

Appendix 1: Personal Project Assessment Criteria

Assessment for the MYP personal project is criterion-related, based on four equally weighted assessment criteria.

| | | |
|--------------------|---------------|------------------|
| Criterion A | Investigating | Maximum 8 |
| Criterion B | Planning | Maximum 8 |
| Criterion C | Taking action | Maximum 8 |
| Criterion D | Reflecting | Maximum 8 |

MYP personal projects must address all strands of all four assessment criteria.

In the MYP, objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1-2), adequate (3–4), substantial (5–6) and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make “best-fit” judgments about students’ progress and achievement

Criterion A: Investigating

Maximum: 8

In the personal project, students should:

- i. define a clear goal and global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | The student is able to: i state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii demonstrate limited research skills. |
| 3–4 | The student is able to: i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills. |
| 5–6 | The student is able to: i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills. |
| 7–8 | The student is able to: i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills. |

Criterion B: Planning

Maximum: 8

In the personal project, students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | The student is able to: i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills. |
| 3–4 | The student is able to: i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills. |
| 5–6 | The student is able to: i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills. |
| 7–8 | The student is able to: i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills. |

Criterion C: Taking action

Maximum: 8

In the personal project, students should:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | The student is able to: i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills. |
| 3–4 | The student is able to: i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills. |
| 5–6 | The student is able to: i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills. |
| 7–8 | The student is able to: i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills. |

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | The student is able to: i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project. |
| 3–4 | The student is able to: i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project. |
| 5–6 | The student is able to: i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project. |
| 7–8 | The student is able to: i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project. |

Appendix 2: Schedules and Worksheets

Each of the following is printed on a separate page for easier duplication.

Personal Project Notification Form

Name: _____

The information I am providing below is a formal declaration and outline of my personal project:

My Product will be:

The Global Context through which I approach this product will be:

The goal of my personal project is:

My reason for choosing and motivation for reaching this goal is:

I know I will have met my goal when:

Supervisor's comments (re: is this project accomplishable? Does the student have the necessary motivation to complete the project? What are some potential challenges?)

Student's e-mail address:

Supervisor's Signature:

Date:

Phase 1 Worksheet

Investigation & Design

Consider these questions, then record and detail your responses in your journal...

Investigation

- What skills do I need to learn/topics do I need to research to answer my question or produce my product?
- What question do I want to answer?
 - *What possible answers could there be to this question?*
 - *How will I know I have answered the question?*
- What problems do I want to solve? (**Physical creation or PC**)
 - *What possible solutions could there be to this problem?*
 - *How will I know if the problem is solved?*
- What topic am I interested in researching? (Written piece of work or W)
 - *What do I want to find out about this topic?*
 - *How will I know if I have researched my topic thoroughly?*
- How will I achieve my personal goals?
- How will I show the importance of my project for life, society or the environment?
- **What will I need to meet the goal of my Personal Project?**

Design

- What does the solution to my problem (or answer to my problem) look like?
 - *Draw plans, sketches (PC), or outline your research process (W)*
 - *How will I evaluate the product?*
 - *How will I know when I have accomplished my goals?*
- What do I expect of my supervisor and when are we going to meet?
- Have I set realistic deadlines for each phase?

Make an outline of your Personal Project. The key piece to focus on in your outline is your selected Global Context. You should be able to relate this to key pieces in relation to your project in your initial meeting with your supervisor.

Complete the outline in your process journal.

Make sure to complete the Personal Project Topic Notification Form and have it submitted to either the MYP Coordinator or the Personal Project Coordinator by **October 1**.

Dates for Meetings with Supervisor:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

The student has planned a timeline and appointments to complete the work above.

Supervisor's Signature: _____ Date: _____

Phase 2 Worksheet

Planning

Design the product/solution or written response

As you research, continue to question your planning and design
(document this in your process journal)

Plan

- Have I generated several feasible designs (PC) or several research paths (W)?
- Have I evaluated the designs or research paths against my objectives?
- Have I selected a design or research path and justified my choice?
- Does my design or research path make efficient use of resources and time?
- Create a timeline to as targets for completion of the following:
 - To get materials (PC)/gather information (W)?
 - *How/when will you collect resources?*
 - *People*
 - *Materials*
 - *Information*
 - To construct my product (PC)/ complete my analysis (W)
 - *What skills will you have to learn?*
 - To evaluate my product (PC) /present my analysis (W)
- Keep focus on your Global Context!
- What results do you expect and how do the results relate to your topic?
- Limit yourself to your research question and ask yourself the following:
 - *Do I need to organize specific events (when, where, invitations, arrangements)?*
 - *Do I need to carry out experiments (set-ups, materials, lab)?*
 - *Do I need to any forms/questionnaires (why, how, for whom, when, where)?*
 - *Do I need to interview experts in my field (who, how, when, where)?*
 - *How will I record and order my information (notecards, voice notes, photos, video)?*

Discuss these questions and their answers with your supervisor. Try to convince her or him of your hypothesized outcome using this information as support for your conversation. Show your supervisor that you have sufficiently planned and have thought of EVERYTHING.

Upcoming Supervisor meetings:

DEADLINE FOR PHASE 2 PLANNING FORM: _____, 2016

DEADLINE FOR PHASE 2 COMPLETION/ASSESSMENT: _____, 2016

Phase 3 Worksheet: Creating & Evaluating

Utilize appropriate techniques, skills, and equipment to make your product!

In Phase 3, you are actually creating and evaluating your product/outcome. You are carrying through your plan, and seeing if your results meet your design. If your results lead to conclusions other than the ones you were anticipating, that is fine. Also, please remember that negative results are okay (and just as important as the ones that are successful).

Remember to continuously to be thinking and answering these questions (in your process journal)...

Create

- Document your creation and any changes to the original plan (PC).
- Document research and construction of a rough draft of your written piece (W).

Evaluate

- Evaluate
 - *Solution vs. specs (PC)*
 - *Impact of product (PC)*
 - *How could it be improved?*
- How could the performance of the product be better?
- Do I use a range of appropriate techniques and equipment competently?
- Have I ensured a safe working environment for myself and others?
- Have I followed the plan? If not, justify changes to the plan.
- Have I created a product/solution of appropriate quality?
- Do I have enough information/data? Is it convincing? Do I need more?
- What unnecessary information can I leave out?
- Am I addressing my selected Global Context appropriately?
- Have I achieved the goals I set for myself?
- Are there any flaws in reasoning?
- How would I modify my planning/research in order to improve my results?
- Am I satisfied with what I have achieved? If not what changes am I going to make? How am I going to improve my achievement?

Discuss these questions and their answers with your supervisor. Try to convince her or him of your outcome using this information as support for your conversation.

Upcoming Supervisor meetings:

The student has planned a timeline & appointments to complete the work for Phase 3.

Supervisor's Signature:

Date:

DEADLINE FOR PHASE 3 WORKSHEET: _____, 2017

DEADLINE FOR PHASE 3 COMPLETION: _____, 2017

Phase 4 Worksheet: Presentation

Communicating your results

Presenting your project to your supervisor is the last stage. You are expected to present your work, conclusions, and information. The big question for this phase is “How am I going to best present my work?”

Consider these questions and record your responses, in detail, in your journal.

- How will I communicate the goals of the project?
- How am I going to communicate the research process?
- How can I best show/present the results?
- How can I display my results convincingly?
- How can I make recommendations for improving my product/outcome?
- How can I explain what I have learned from this project?

Please refer back to the section titled “Personal Project Report” for guidance on word and time limits in regards to the Presentation. Make sure that your supervisor is a part of this process as they are allowed and encouraged to offer formative feedback to this portion before looking at it to score.

Your Report is due in mid-May. Your final draft/updated version of your process journal should be ready to turn in as well. Remember: A well thought-out Process Journal will describe your reflections on the process as well as your Personal Project.

Upcoming Supervisor meetings:

The student has planned a timeline & appointments to complete the work for Phase 4

Supervisor’s Signature:

Date:

DEADLINE FOR PHASE 4 WORKSHEET:

_____, 2017

DEADLINE FOR PHASE 4:

_____, 2017

Phase 1
Formative Assessment

This form will be used by the MYP Coordinator, Supervisor, and Student at the end of each phase of the Personal Project process. It is a visual guide, which can show students which areas have been improved upon since the previous formative assessment, as well as what needs improvement. Students should refer to the detailed level descriptors for expectations for each criterion (see Appendix 1).

| Criteria | Beginning | Learning | Successful | Accomplished | Comments/Areas to Improve |
|------------------|-----------|----------|------------|--------------|---------------------------|
| A. Investigating | | | | | |
| B. Planning | | | | | |
| C. Taking Action | | | | | |
| D. Reflecting | | | | | |

The student has completed Phase 1 to the assessed levels above.

Signed:

Date:

Phase 2
Formative Assessment

This form will be used by the MYP Coordinator, Supervisor, and Student at the end of each phase of the Personal Project process. It is a visual guide, which can show students which areas have been improved upon since the previous formative assessment, as well as what needs improvement. Students should refer to the detailed level descriptors for expectations for each criterion (see Appendix 1).

| Criteria | Beginning | Learning | Successful | Accomplished | Comments/Areas to Improve |
|------------------|-----------|----------|------------|--------------|---------------------------|
| A. Investigating | | | | | |
| B. Planning | | | | | |
| C. Taking Action | | | | | |
| D. Reflecting | | | | | |

The student has completed Phase 2 to the assessed levels above.

Signed:

Date:

Phase 3
Formative Assessment

This form will be used by the MYP Coordinator, Supervisor, and Student at the end of each phase of the Personal Project process. It is a visual guide, which can show students which areas have been improved upon since the previous formative assessment, as well as what needs improvement. Students should refer to the detailed level descriptors for expectations for each criterion (see Appendix 1).

| Criteria | Beginning | Learning | Successful | Accomplished | Comments/Areas to Improve |
|------------------|-----------|----------|------------|--------------|---------------------------|
| A. Investigating | | | | | |
| B. Planning | | | | | |
| C. Taking Action | | | | | |
| D. Reflecting | | | | | |

The student has completed Phase 3 to the assessed levels above.

Signed:

Date:

Phase 4
Formative Assessment

This form will be used by the MYP Coordinator, Supervisor, and Student at the end of each phase of the Personal Project process. It is a visual guide, which can show students which areas have been improved upon since the previous formative assessment, as well as what needs improvement. Students should refer to the detailed level descriptors for expectations for each criterion (see Appendix 1).

| Criteria | Beginning | Learning | Successful | Accomplished | Comments/Areas to Improve |
|------------------|-----------|----------|------------|--------------|---------------------------|
| A. Investigating | | | | | |
| B. Planning | | | | | |
| C. Taking Action | | | | | |
| D. Reflecting | | | | | |

The student has completed Phase 4 to the assessed levels above.

Signed:

Date:

Supervisor's Final Assessment Form

Name: _____ Supervisor: _____

Project Title/Topic: _____

| Approaches to Learning | Unsatisfactory | Satisfactory | Good | Excellent |
|---|----------------|--------------|------|-----------|
| Contacted supervisor on a regular basis | | | | |
| Sought help when necessary | | | | |
| Worked independently | | | | |
| Organized time effectively | | | | |
| Met deadlines | | | | |
| Effort | | | | |

Refer to Appendix 1 for detailed descriptors...

| MYP Assessment Criteria | Criteria Domains (Appendix 1) | Maximum Achievement Level | Achievement Level |
|-------------------------|-------------------------------|---------------------------|-------------------|
| Criterion A | Investigating | 8 | |
| Criterion B | Planning | 8 | |
| Criterion C | Taking Action | 8 | |
| Criterion D | Reflecting | 8 | |

Comments:

Process Journal:

Report:

Product:

Signature: _____ **Date:** _____

MYP Personal Project Academic Honesty Form

| Student name | | | | | | | | | | |
|--|-----------------------|--|--|--|--|-----------------------------|--|--|--|--|
| Student number | | | | | | | | | | |
| School name | | | | | | | | | | |
| School number | | | | | | | | | | |
| Supervisor name | | | | | | | | | | |
| <p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have a least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p> | | | | | | | | | | |
| Date | Main points discussed | | | | | Signature/initials | | | | |
| Meeting 1 | | | | | | Student: Supervisor: | | | | |
| Meeting 2 | | | | | | Student: Supervisor: | | | | |

| Date | Main points discussed | Signature/initials |
|---|-----------------------|-----------------------------|
| Meeting 3 | | Student: Supervisor: |
| Supervisor comment | | |
| Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student. | | |
| Student's signature | Date | |
| Supervisor's signature | Date | |

MYP Personal project cover sheet

Personal Project

| | | | | | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|--|--|--|
| Student name | | | | | | | | | | | |
| Student number | | | | | | | | | | | |
| School name | | | | | | | | | | | |
| School number | | | | | | | | | | | |
| Supervisor name | | | | | | | | | | | |

Title of the project:

| |
|--|
| |
|--|

Goal of the project:

| |
|--|
| |
|--|

Length (word count and/or presentation time):

| |
|--|
| |
|--|

Included when submitting the project

- A completed academic honesty form
- Process journal extracts
- Any supporting visual aids used during the presentation, if applicable
- Bibliography/sources