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MYP Personal Project Student Guide 2023-2024

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What is the Personal Project?

The Personal Project is the culmination of the Middle Years Programme. Similar to the PYP Exhibition and the DP Extended Essay, it is a long-term project, showing sustained work over several months.

Through the Personal Project, students are given the opportunity to engage in independent learning, demonstrating skills that they have gained throughout the MYP. The Personal Project allows students to investigate and pursue personal interests and passions, whilst reflecting on their own learning and personal growth throughout the process. This means that you can choose a topic that lies outside of your normal classes, do something really challenging, and prove that you have grit and determination. With this in mind, the Personal Project is an excellent opportunity to practice and further develop your own learning skills.

The three main parts of the Personal Project are the Process you follow, the Product you produce, and the Report you write to explain what you have done and learned. At the end, all three parts are assessed through the Report, where you will provide evidence related to the Process and Product.

Personal Project Timeline

Date	Agenda	Expectations	Who is responsible/involved	
August 2022				
Aug 10	Session # 1: Overview, Inspiration, Goal	<ul style="list-style-type: none"> Get students excited about PP Distinguish learning goal and product goal 	PP coordinator and G10 students	
Aug 11 and 12:	Fill out goal planner	<ul style="list-style-type: none"> To clarify ideas about goals - make smart and audacious goals 	PP team and G10 students and HRTs	
Aug 18:	Submit Goal form	<ul style="list-style-type: none"> To complete the goal form 	G10 students	
September 2022				
Sep 1	Session#2: <ul style="list-style-type: none"> MB orientation with Farah proposal form - 	<ul style="list-style-type: none"> Fill in the highlighted sections of the proposal form 	PP team and G10 students and HRTs	

	share proposal form with students Persona l project proposal			
Sep 1 - Sep 8	Student Meeting with Supervisor #1	<ul style="list-style-type: none"> • Student s initiate a meeting with their supervisor • Talk about their learning goal and product goal • Fill in sections on Persona l Project Proposa l form 	Supervisors and G10 students	
Sept 7	Session #3: Expectations of the report Criteria A, B and C Criterion A specifics	<ul style="list-style-type: none"> • Underst and expectat ions of the report • Focus on section A - planning and success criteria 	G10 students and PP coordinator	

Sept 12-Sept16	Student Meeting with Supervisor - Review the proposal optional	<ul style="list-style-type: none"> Fill in all the sections on the proposal form 	Supervisors and G10 students	
Sept 19	Final personal project proposal submission on MB	<ul style="list-style-type: none"> Upload personal project proposal form 	G10 students	
October 2022				
Oct 6	Session # 4: Worktime - Working on the report: Section A	<ul style="list-style-type: none"> Review the strands for Crit A Expectations for Crit A - personal interest, success criteria and planning Focus: Section B - Applying skills 	Subject trs, PP team and G10 students	
Oct 20	Section A due before Diwali break		G10 students	
November 2022				
Nov 7-11:	Student Meeting with supervisor #2 Review report Section A	<ul style="list-style-type: none"> Get an update from student re product 	Supervisors and G10 students	

		<ul style="list-style-type: none"> Feedback on section A 		
Nov 18	Session #5: Worktime - Working on the report: Section B		Subject trs, PP team and G10 students	
December 2022				
Dec 12	Section B due		G10 students	
January 2022				
Jan 6:	Session # 6: Worktime - Working on the report: Section C	<ul style="list-style-type: none"> Review expectations for completing Sec C and the the report 	G10 students and PP team	
Jan 9-13	Student Meeting with Supervisor #3	<ul style="list-style-type: none"> Feedback on section B 	G10 students	
Jan 30:	Draft report	<ul style="list-style-type: none"> Draft report due 	G10 students PP team	
February 2022				
Jan 31- Feb 7	Meeting with supervisor #4	<ul style="list-style-type: none"> Meet with student to go over 	G10 students and supervisors	

		feedback		
Feb 8	Student Support Session	For students who have not completed the report sec A B And C	G10 students and supervisors and PP coordinator	Library
Feb 14	Session #7: Working on feedback	<ul style="list-style-type: none"> How to use the feedback from supervisor/final check of paper 	G10 students and subjects	
March 2022				
Mar 1	Final report and product due		G10 students and PP team	
Spring Break				
April 2022				

The Personal Project Report

Structure

“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.”

(MYP Personal Project Guide, p 29)

The most common structure is inspired by the Assessment Criteria, and looks like this:

Objective A: **Planning** - “Students present **what** they did in their project.”

Objective B: **Applying Skills** - “Students show **how** ATL skills contributed to the learning goal and product.”

Objective C: **Reflecting** - “Students report on **why** they did their project.”

Works Cited (separate document)

(Adapted from the MYP Personal Project Guide, p 28)

“The report should be presented in identifiable sections following the MYP personal project objectives — planning, applying skills, and reflecting, as shown [below]. The report must include evidence for all the strands of all criteria.”

(MYP Personal Project Guide, p 28)

Make sure to have a header for each section.

- You probably don’t need a **Table of Contents**. Remember, a Table of Contents counts towards your maximum page limit.
- You probably don’t need a **Title Page**. Remember, a Title Page counts towards your maximum page limit.

Technical Requirements

3 Required Documents

You must submit your Report as **3 separate documents**.

1. **Project Report**
2. **Works Cited**
3. **MYP Projects Academic Honesty Form**

1. Project Report

- ☐ 2 cm margins at the top, bottom, left, and right (minimum)
- ☐ Easy to read font (eg Times New Roman, Calibri, Arial)
- ☐ Font size 11 (minimum)
- ☐ Number all pages
- ☐ “Evidence presented in images must be clearly visible at the size submitted

- ☐ “Audio and video must be recorded and submitted in real time
- ☐ “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.” (MYP Personal Project Guide, p 29)

The length of your Report depends on how you present your Report: as a written report or a combination of written and recorded report.

Maximum Length

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes
5 pages	and	10 minutes

(Table from MYP Personal Project Guide, p 29)

2. Works Cited

OIS is an MLA school, so all citations must follow the rules of MLA 9th Edition.

- ☐ Your Works Cited needs to be submitted as a separate document - your citations are not included in the page limit
- ☐ “Works Cited” is written at the top of the page
- ☐ The first line of each entry is against the left margin, every following line in the same entry is indented 1 cm
- ☐ All entries are in alphabetical order
- ☐ Use Noodle Tools to ensure that you have the correct format for your citations.

3. MYP Project Academic Honesty Form

Academic Honesty is a serious matter at OIS and with the IB. Your supervisor will need to attest to meeting with you and discussing your progress. Documenting meetings with your supervisor and maintaining a process journal will help your supervisor authenticate your work in terms of academic honesty. Managebac will generate an **academic honesty form** at the end of the process that you will be required to submit.

Roles

Role of the Student

Every student holds full responsibility for their Personal Project. You pick the topic, based on your personal interest. You create the success criteria. You do all of the research. You record your development and application of the ATL skills towards your learning goal and product. You maintain a working relationship with your Supervisor, so that you can get the best guidance possible. You complete a product. You write your Personal Project Report.

In other words, YOU are responsible for carrying out and completing all the parts that make your project successful in the end.

Role of the Supervisor

Every student is assigned a Supervisor for the Personal Project. You will be meeting frequently with your supervisor as you work on your project. A typical student may expect to meet their supervisor once or twice per month. Your supervisor will provide you with guidance throughout the process and completion of your project, help you navigate the various aspects of the project, give you formative feedback, help you stay on track, advise you when and as needed, etc. Supervisors are responsible for supporting students throughout the process. If there are concerns about student progress, a supervisor is responsible for assigning students to Academic Support, contacting parents, informing the PP coordinator and/or speaking to students individually. Your supervisor is also the person who authenticates your work in terms of Academic Honesty.

Role of the Personal Project Coordinator

The Personal Project Coordinator is responsible for organizing the overall project process in a way that supports supervisors and students to successfully complete the Personal Project. The Personal Project Coordinator will be checking in with students and supervisors continuously throughout the process.

Getting Started

Try exploring a few ideas for your Personal Project. Imagine what those topics would look like with different contexts. Is this something you really want to work on for the next eight months?

Ask yourself:

1. What is the product that I will exhibit?
2. What skills am I going to have to learn along the way? You need to learn a lot to make it a good project.
3. How will I show my learning process?
4. Is this challenging enough for ME that it makes an ambitious project that will take eight months?
5. Is this choice interesting for me? If you don't find it interesting, don't do it.

Write your learning goal so that a stranger can understand it - it needs to be CLEAR and you need to explain how it CONNECTS to your personal interest. Make sure you write about the goal the same way every time you mention it. Small differences will confuse the Assessment Team (and that is not a good idea).

Criterion A: Planning

Action Plan

Think carefully about what kind of plan you need. Include all the elements, such as research, creating your product, and getting feedback. Build in time for mistakes/changes. Is your plan clear and detailed? Does your plan include all the success criteria? The more you write in your plan now, the easier your job will be later. Be sure to make a short term as well as a long term plan.

Once you have a plan, be strict with yourself. Part of having a good plan is making sure you can carry it out.

Success Criteria

When creating your criteria, ask yourself

1. How will I know when I have achieved my goal?
2. Are my criteria about quality? Real quality? Are they appropriate and detailed?
 - Writing a story?
 - **Poor:** My story will be 15 pages long.
 - **Better:** My story will have well-developed characters with unique personalities. The plot will include a surprising twist. I will ask other people, including English teachers and students in DP Literature, to read the story and give feedback about whether they enjoyed reading it.
 - Creating an outfit?
 - **Poor:** I will use cotton.
 - **Better:** My outfit will be suitable for playing tennis, so it will be made from cooling fabrics and stay in place throughout vigorous movement. I will test it on real people in an actual tennis match and get feedback about whether other people would want to buy and wear it.
 - Designing a recipe book?
 - **Poor:** I will have 10 recipes.

- **Better:** My recipes are for novice cooks, so they will be easy to follow and use ingredients that are easy to work with. I'll get some inexperienced cooks to test the recipes and give feedback about how to make them better.

Whatever you're doing, quality is usually harder to define than you expect. Take care and think big!

Notice that often, to really judge quality, you will have to get feedback from other people who are qualified in some way - not friends, but people who are somehow relevant. Start planning now whose feedback really matters, and how you will get these qualified people to respond to you.

Criterion B: Applying Skills

This is all about explaining how you applied the ATL skills to achieve your learning goal and product. In your Report, you need to explain how you used ATL skills. "Explain" in this context means you have to give a detailed account, including reasons or causes.

Not useful: I used thinking skills throughout the process to make decisions about what to do.

(That doesn't actually "explain" anything. It's just a claim with no support.)

More useful: When I learned that my first method was a failure, I had to come up with a whole new way to do the project. My research showed me that I could either do a new design by hand, or use one of several apps to assist me in digital drawing. The pros were [...] and the cons were [...]. No answer was perfect, but I chose to design by hand, as it was the cheapest method and gave me full control over color, shading and media, which was important in creating a quality product. This example shows one way I was using thinking skills during the project.

(You should have lots of examples like the one above).

The Approaches to Learning are:

ATL skill categories	MYP ATL skill clusters
Communication	I. Comprehension
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creating thinking

	X. Transfer
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(Table from MYP: From Principles into Practice, p 20)

For detailed information about the ATL skills, click [here](#).

Reflecting

Reflection is not just about success. Be critical of your own work. Admit when things didn't turn out as planned. Write down how you might have done things differently.

You have to evaluate your product against the criteria you wrote. Sometimes students forget to use their criteria, and they do a more general evaluation of their product. Instead, go through each part of your criteria and be brutally honest about how well you did. You'll do better if you are honest about a low-quality product, and you'll do worse if you try to claim that your product is better than it really is.

When reflecting on the impact of the project on yourself, give specific examples and evidence.

Not useful: I learned how to analyze websites for political bias.

(That doesn't actually "explain" anything, it's just a claim with no support.)

More useful: When I started the project, I thought that I could tell easily which websites were politically independent and made by legitimate organizations. As I researched, I found that many websites are created by groups with questionable motives, and that they present themselves in misleading ways so that they appear more reliable than they actually are. I learned to look into the following areas to determine the true intent of websites: [insert list of areas....].

(You should have lots of examples like the one above).

Remember that reflection doesn't just happen at the end, but repeatedly throughout the project. Reflect on your work and your learning as you go.

The key part is that you reflect upon your own growth and development as a learner. How are you better today, and more ready to learn something new?

Documenting Evidence

If you document well during the process, you will have a great source of writing that you can use in your Report. It is up to you how to document your evidence, though it could be useful to focus on

a) your application of the ATL skills, and

b) evidence that supports how you apply your Success Criteria.

It's better to have quality documentation: big ideas, big questions, triumphs, setbacks and failures. Skip the daily or weekly updates that list unimportant details. If you want your evidence to be useful to you later, you need to record important thoughts as you go along. This may be completed in the Workspace in Managebac or in a document shared with your supervisor.

Not useful: I met with my supervisor.

Not useful: I was really busy with summative assessments so I didn't do anything this week.

More useful: My supervisor told me that I need to choose just one product, instead of the two that I wanted to make. If I stick with making a book about fashion, I'll need to focus on the ATL Communication, and my Learning Goal would relate to learning about publishers and preparing a book for publication. If I stick with holding a fashion show, I'll have to switch my ATL to focus on Self-management and Social skills, and my Learning Goal would be about event management. I wonder which product will really help me stay focused and interested for six months?

Add photos or video to document your progress, setbacks and on-going results. Add labels and/or tags.

See Appendix: Guidelines for Collecting Evidence, and Appendix: Objectives and Evidence

Using Evidence in Your Report

Hopefully you document lots of excellent evidence throughout your process. In the final stages, when it's time to write your Report, you put that evidence to use.

Choose carefully: Which pieces of evidence show how you applied the ATL skills? Which show the impact of your project? Which show off your product and support your use of the Success Criteria? Don't waste space with evidence that doesn't really show what you need it to show.

Adapt carefully: What you originally collected is only a starting point. Now that you're writing your Report and figuring out how to stay within the length requirements, it's time to think about maximum impact. Cut the bits of fluff that don't say much. Expand on your original thinking, adding extra value about the application of ATL skills, the impact of the project, and the success criteria.

Helpful Tip: Images? Video links? Sound bites? Make sure you provide a good **caption** for each one. Tell the reader the reason you included each thing. Pro tip: Use language that mirrors the assessment criteria, like "This graph of survey results shows the impact of my product on the 27 people who attended my lesson. Note that all attendees learned at least 2 new ideas about how to use an online calendar to organize their lives."

See Appendix: Objectives and Evidence

Working with a Supervisor

Take the lead as you work with your Supervisor, even if it feels new and different to work like that with a teacher. You should be the one requesting meetings, asking questions, and sharing information, drafts and journal entries. You should do those things BEFORE your Supervisor does.

Practice being formal and business-like when you contact your Supervisor. Make sure your emails have a subject line, a proper greeting, and polite words like "please" and "thank you". If you'd like to meet, suggest two or three possible times/dates, so your Supervisor can pick one that works best for them.

Remember this is your project. Own it.

Appendices

Guidelines for Collecting Evidence

Evidence of the process is:	Evidence of the process is not:
<ul style="list-style-type: none">● gathered throughout the project to document its development● an evolving record of intents, processes, accomplishments● a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised● a record of interactions with sources, for example, teachers, supervisors, external contributors● a record of selected, annotated and/or edited research and to maintain a bibliography● a collection of useful information, for example, quotations, pictures, ideas, photographs● a means of exploring ideas and solutions● a place for evaluating work completed● reflection on learning● devised by the student in a format that suits his or her needs● a record of reflections and formative feedback received.	<ul style="list-style-type: none">● collected on a daily basis (unless this is useful for the student)● written up after the process has been completed● additional work on top of the project; it is part of and supports the project● a diary with detailed writing about what was done (unless this is useful for the student)● a single, static document with only one format (unless this is useful for the student).

(Table from MYP Personal Project Guide, pp 24 - 25)

Objectives and Evidence

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

(Table from MYP Personal Project Guide, pp 28 - 29)

Adapted from the International School of Kazan, 2022-23