



الأكاديمية الدولية - عمان
THE INTERNATIONAL ACADEMY - AMMAN

PERSONAL PROJECT HANDBOOK 2022 – 2023

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PP Timeline for Class of 2022

| | |
|--|--|
| On or before March 31 st | Submit initial Proposal on google classroom |
| April 10-14 th | PP Pitch |
| By April 21 th | First meeting with supervisors Presenting ideas |
| May 12 th | Submit Draft for Success Criteria Submit minimum of 2 (evaluation of sources) |
| On or before May 19 th | Second meeting with supervisor Submit Draft for Action Plan |
| On or before June 1 st | Meeting with supervisor to discuss Action Plan Evaluation of sources Academic Honesty Form Fill in main points under "Meeting 1" |
| On or before June 16 th | Fourth meeting with supervisor to discuss next steps Update Academic Honesty Form for "Meeting 2" |
| SUMMER BREAK | Work to be completed over the summer <ul style="list-style-type: none"> - Research - Product Creation / Outcome - Action Plan Modified - Process Journals |
| Sept 8th | Action plan and Success criteria on Google Classroom are up-to-date |
| By or before Sept 15 th | Meeting with Supervisor To discuss progress of product |
| Sept 29 th | Product / Outcome completed and submitted to PP Coordinator by 8am |
| On or before Oct 13 th | Meeting with Supervisor Evaluation of the product against success criteria |
| Nov 8 th | PP writing period (P4 to P6) |
| On or before Nov 13 th | Meeting with Supervisor Evaluating quality of product against success criteria |
| Dec 1 st | Full Draft Report by 8am – submit on Moodle |
| Dec 13 th | PP Exhibition – compulsory |
| On or before Jan 17 th | Meeting with Supervisors Supervisors give feedback on full draft report |
| Feb 1 st | Complete Academic Honesty Form 3 most significant Meeting and email the AHF to Supervisors |
| Feb 2 | Final Report and Academic Honesty Form Due by 8am – submit on Moodle Turn-it-in to PP Coordinator by 8am |



What is the Personal Project?

In this project, you will undertake an independent exploration about something YOU are truly interested in. It is an opportunity to develop your personal interests and to show the skills you have developed in the MYP, through the subjects and ATLs.

All students in MYP MUST complete their Personal Project.

You must choose what you want to focus on. This can be an existing or a new interest. You will choose how to achieve your goal and create your own success criteria for the product. This project is an excellent opportunity to produce a truly personal and creative product and to demonstrate a consolidation of your learning in the MYP.

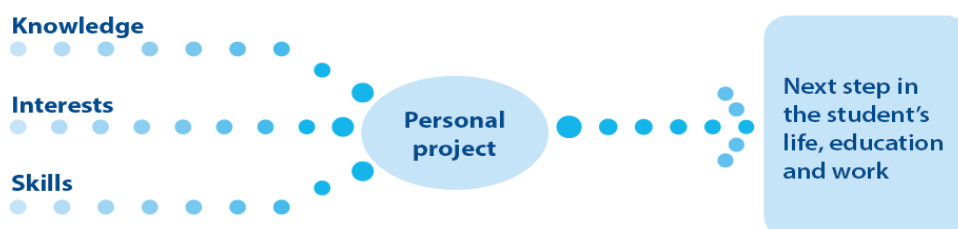


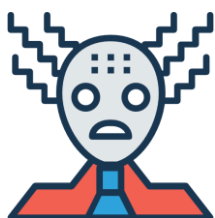
Figure 1 The elements that make up the MYP personal project¹

Personal Project should ...

- Have a clear and achievable goal that is relevant to you.
- Challenge your knowledge, skills and techniques in an appropriate way.
- Allow you to truly express a personal message.
- Be the result of your initiative, creativity and ability to organize and create.
- Reflect your special interest, hobbies, special abilities, or concerns about particular issues.
- Deal with a topic or area to which you are committed to.
- Be entirely your own work.



Personal Project should NOT...



- Be part of any assessed coursework.
- Destroy your personal and social life, nor interfere with your studies, even though it will involve many hours of work. It is important that you start your project right away and make sure you devote some time EVERY WEEK to its development.
- Form part of the curriculum of any of your subjects.

Your personal project MAY...

- Involve others (for example: directing a play, organizing an exhibition, or starting a new community organization. But your INDIVIDUAL contribution must be in the center and clearly visible.

Through the process of **inquiry, action and reflection**, you will be encouraged to demonstrate and strengthen your ATL skills.

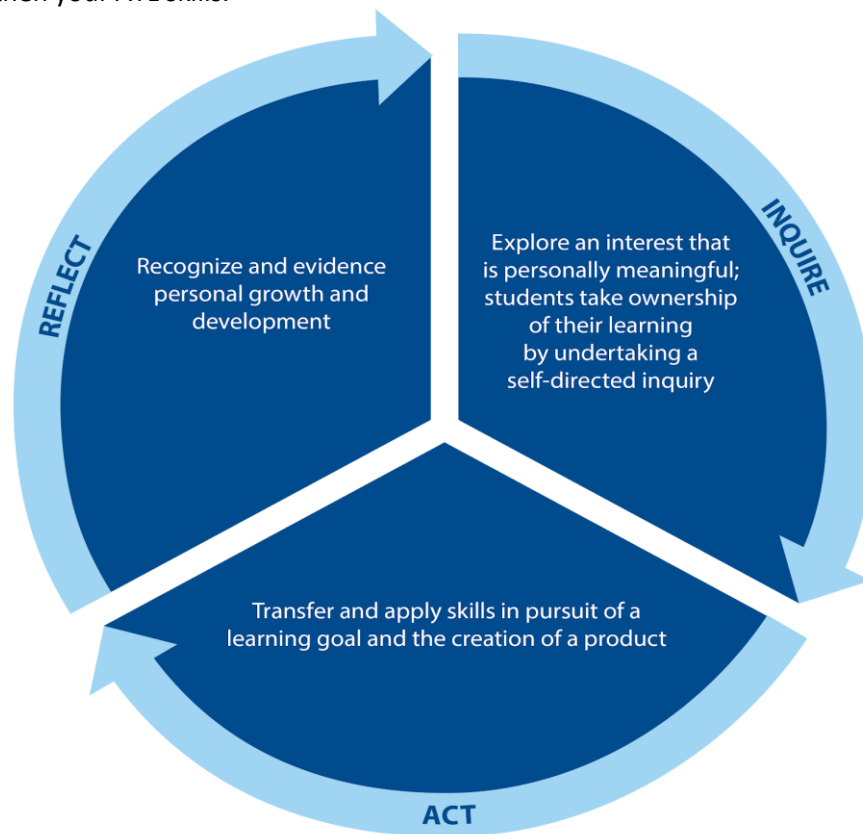


Figure 2 The aims of the MYP personal project



What are the Components of the PP?

A process

You are expected to document your process.

It is mandatory for you to create your own process journal. This can take many shapes, it can be handwritten in a notebook or folder or any other means you find comfortable. You can use the tools provided at school through GSuite (Google docs, slides, calendar or any other tool). Or you can explore some online tools. You are free to choose one or many of these as long as

- They are easily accessible for your supervisor
- They are properly organized

Your PJ is a place for...



- documenting ALL evidence
- planning, not a diary of everything you have done.
- recording interviews and meetings with your supervisor or other helpers.
- for storing useful information, quotations, pictures, ideas. It is NOT a static document with a structured format. It must be flexible enough to fit your needs.
- reflection, exploration and evaluation of ideas.
- ideas, problems and possible solutions.

Evidence of the Process

| Evidence of the process is | Evidence of the process is not |
|--|---|
| gathered throughout the project to document its development | collected on a daily basis (unless this is useful for the student) |
| an evolving record of intents, processes, accomplishments | written up after the process has been completed |
| a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised | additional work on top of the project; it is part of and supports the report |
| a record of interactions with sources, for example, websites, newspapers, videos, teachers, supervisors, external contributors, etc... | a diary with detailed writing about what was done (unless this is useful for the student) |
| a record of selected, annotated and/or edited research and to maintain a works cited | a single, static document with only one format. |
| a collection of useful information, for example, quotations, pictures, ideas, photographs | |
| a means of exploring ideas and solutions | |
| a place for evaluating work | |
| a record of reflections on your learning and formative feedback received. | |

The Process Journal should include as relevant to your topic:

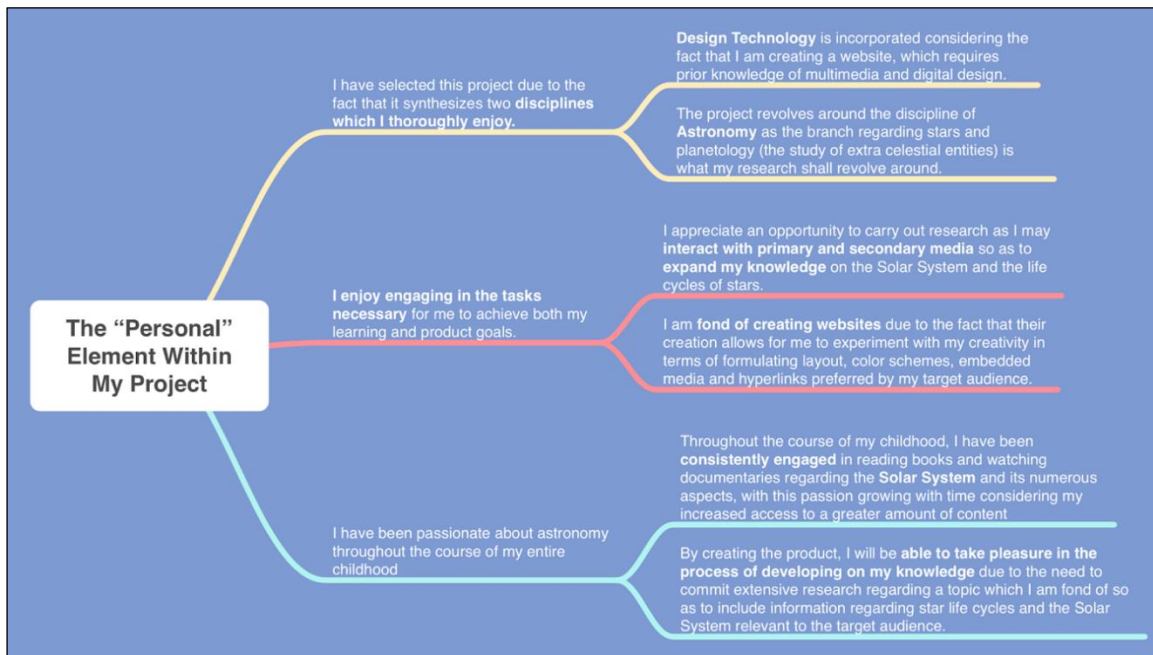
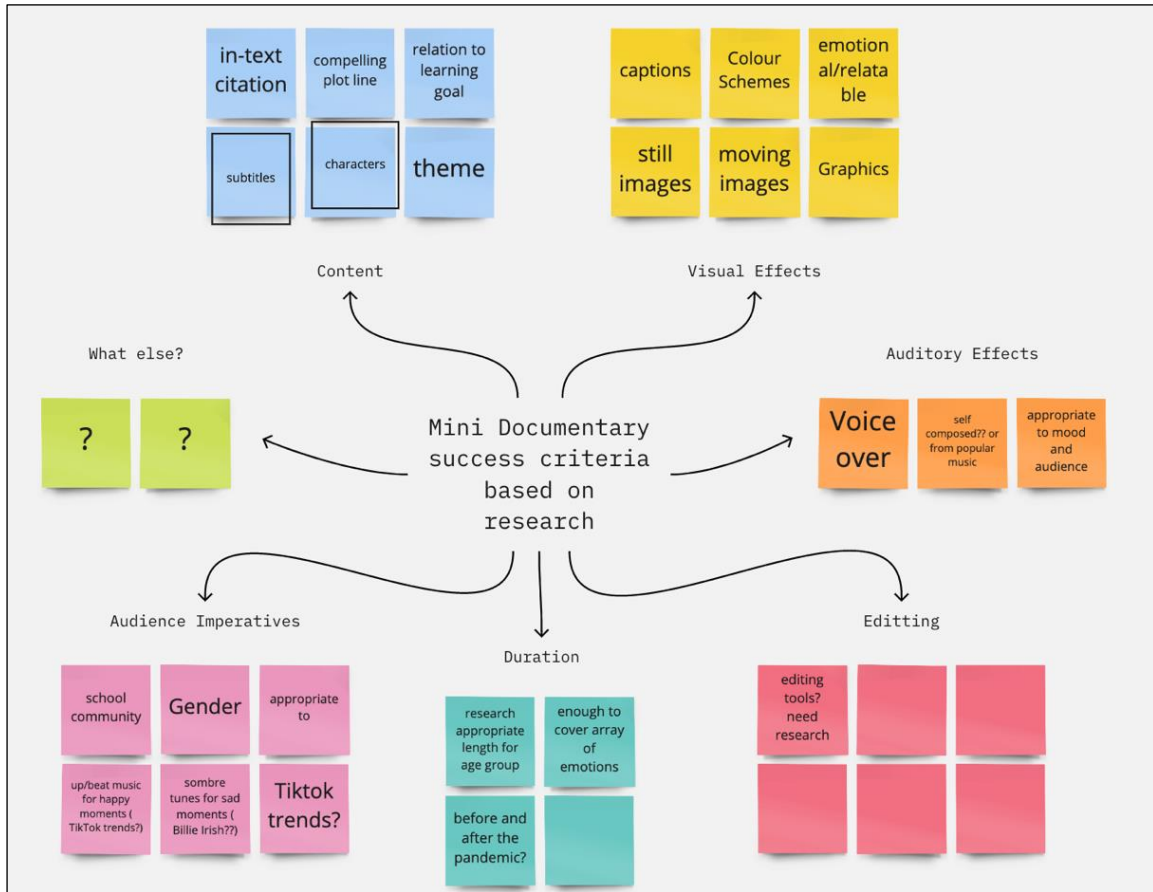
- Research materials.
- Photos (explained and dated).
- Plans, designs, patterns.
- Interviews, questionnaires, surveys.
- Letters, emails.
- Materials, fabrics, color samples.
- Actual costs/invoices/receipts.
- Video, CD, DVD, Power Point.



Process journal entries can include...

- visual thinking diagrams (mind maps)
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self- and peer-assessment feedback.

e.g. Visual Thinking Diagram:



Find a moment every week to devote to the PJ, new ideas may come at any time!

A product

Your product or outcome can be anything you want that is linked to your learning goal. It may be a tangible artifact such as a sculpture, film, story or model, or it could be a non-tangible result such as an awareness-raising campaign, learning to play a new piece of music or improving athletic performance.

Examples...

- an invention, or specially designed object or system.
- an app or website.
- an original piece of writing/art/music/drama/dance.
- exploring family histories or personal stories.
- a science experiment.
- the presentation of a developed business, management, or organizational plan.
- create a sport or game or fitness routine or program.

The 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 your engagement with the personal project by summarizing the experiences and skills recorded throughout the process.

The report should be presented in identifiable sections following the MYP personal project objectives— planning, applying skills, 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 your interests. You 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.

You may submit your report and evidence in any combination of documents and recordings that fits within the limits outlined in the table below.

Visual aids might 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.

When submitting the report for assessment, you must also include the completed academic integrity form (Check MOODLE). This is not included in the page limit.

The maximum length of student submissions

| Document File types: .doc, .docx, .pdf (non-editable), A4 page 11-point font size (Arial) 2 cm margins | | Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v | |
|--|-----|---|---|
| 15 pages | and | No recording | The bibliography is uploaded separately and is not included in the page limit. |
| 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 | |
| | | | Do not include a title page; if included, it will count towards the page limit. |

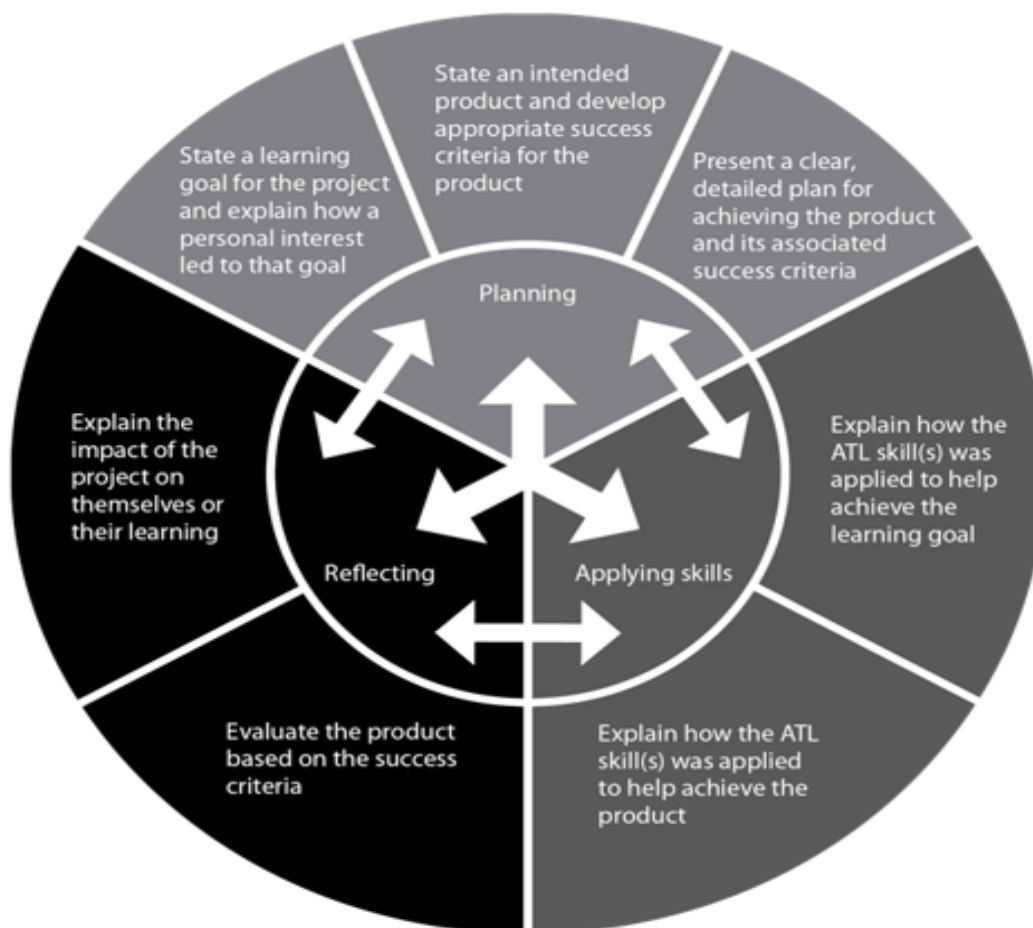


Figure 3 Visualizing the MYP personal project objectives



The Role of the Supervisor

The Personal Project Coordinator will introduce the project and go over the basics and keep track of your general progress. The Personal Project supervisor will meet with you throughout the project to provide feedback, guidance and keep track of your progress.

The PP supervisor will...

- ensure that chosen topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
 - ensure that the student understands the various aspects of the **Personal Project Guide**.
 - give advice on how to keep and curate evidence of the process
 - emphasize the importance of personal analysis and reflection
 - provide formative feedback, especially against the PP criteria
 - ensure requirements for academic integrity are met
 - confirm the authenticity of the work submitted
 - participate in the standardization of the assessment process
 - meet with the student during Personal Projects period and in accordance with the timeline, **and set additional meetings, if necessary.**
 - periodically check the completion of each stage **within the deadlines set.**
 - If the student is falling behind in his/her work and does not show up for more than two meetings then the **Personal Project coordinator will be informed.**
-
- **If the student does not submit his/her assignment:**
Email to student, cc parents, cc PP Coordinator



The Role of the Student

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

- explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc)
- take ownership of your learning by undertaking a self-directed inquiry
- transfer and apply skills in pursuit of a learning goal and the creation of a product
- recognize and evidence personal growth and development.

Specifically, you must:

- establish a goal, an action plan and success criteria
- apply ATL skills throughout the process
- gather evidence of how you have applied ATL skills throughout the personal project
- evaluate the project based on the success criteria
- select evidence to add to the report
- reflect on the impact of the project
- write the report.



Digital Safety

Digital safety when conducting interviews...

- Ask for permission to record the person(s) you want to interview
- Don't just interview the "experts"
- Interview those who are affected by the issue

When requesting for an interview, introduce yourself as a student at IAA.

- Explain a bit about the project you are working on.
- Tell the person why you feel their expertise is important.
- Ask for the best time and method of contacting the person.
- Thank them for their time and expertise.



Personal Project Assessment Criteria

Criterion A: Planning

| Achievement level | Descriptor |
|-------------------|---|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | The student: <ul style="list-style-type: none">i. states a learning goalii. states their intended productiii. presents a plan that is superficial or that is not focused on a product. |
| 3–4 | The student: <ul style="list-style-type: none">i. states a learning goal and outlines the connection between personal interest(s) and that goalii. states their intended product and presents basic success criteria for the productiii. presents a plan for achieving the product and some of its associated success criteria. |
| 5–6 | The student: <ul style="list-style-type: none">i. states a learning goal and describes the connection between personal interest(s) and that goalii. states their intended product and presents multiple appropriate success criteria for the productiii. presents a detailed plan for achieving the product and most of its associated success criteria. |
| 7–8 | The student: <ul style="list-style-type: none">i. states a learning goal and explains the connection between personal interest(s) and that goalii. states their intended product and presents multiple appropriate, detailed success criteria for the productiii. presents a detailed plan for achieving the product and all of its associated success criteria. |

Criterion B: Applying skills

| Achievement level | Descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ul style="list-style-type: none"> i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product. |
| 3–4 | <p>The student:</p> <ul style="list-style-type: none"> i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence. |
| 5–6 | <p>The student:</p> <ul style="list-style-type: none"> i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence. |
| 7–8 | <p>The student:</p> <ul style="list-style-type: none"> i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence. |

Criterion C: Reflecting

| Achievement level | Descriptor |
|-------------------|---|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> <li data-bbox="400 427 1417 465">i. states the impact of the project on themselves or their learning <li data-bbox="400 472 1417 510">ii. states whether the product was achieved. |
| 3–4 | The student: <ol style="list-style-type: none"> <li data-bbox="400 618 1417 656">i. outlines the impact of the project on themselves or their learning <li data-bbox="400 663 1417 745">ii. states whether the product was achieved, partially supported with evidence or examples. |
| 5–6 | The student: <ol style="list-style-type: none"> <li data-bbox="400 819 1417 857">i. describes the impact of the project on themselves or their learning <li data-bbox="400 864 1417 947">ii. evaluates the product based on the success criteria, partially supported with evidence or examples. |
| 7–8 | The student: <ol style="list-style-type: none"> <li data-bbox="400 1021 1417 1059">i. explains the impact of the project on themselves or their learning <li data-bbox="400 1066 1417 1149">ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples. |



Personal Project Terminology

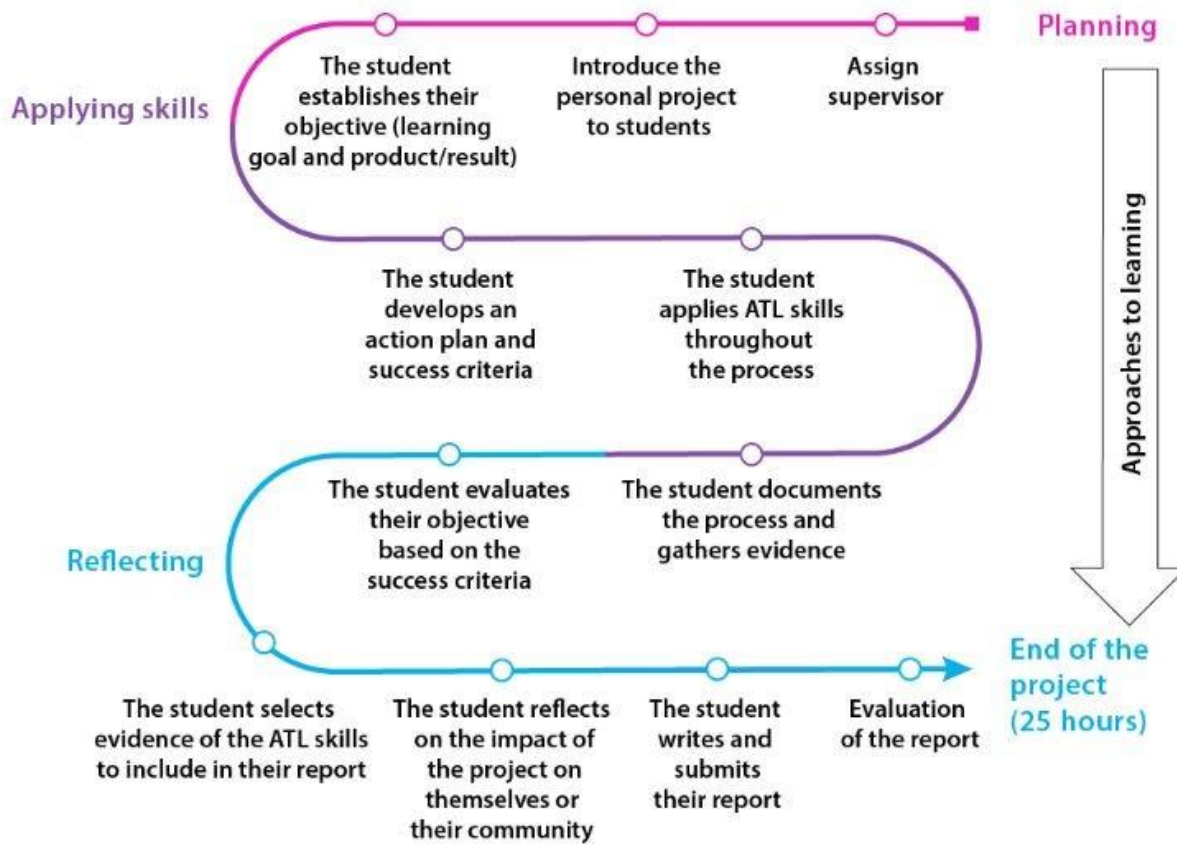
| Definitions | |
|-----------------------|--|
| Learning goal | What students want to learn as a result of doing the personal project. |
| Product | What students will create for their personal project. |
| Presents | Offer for display, observation, examination or consideration. |
| State | Give a specific name, value or other brief answer without explanation or calculation. |
| Outline | Give a brief account or summary. |
| Describe | Give a detailed account or picture of a situation, event, pattern or process. |
| Explain | Give a detailed account including reasons or causes. |
| Evaluate | Make an appraisal by weighing up the strengths and limitations. |
| ATL skill(s) clusters | One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer. |



The Process

You need to meet with your supervisor on a regular basis. They will help you complete the steps according to the deadlines set by the school. **It is your responsibility to initiate these meetings, show up on time and come prepared.**

Development of the Personal Project



Step 1: Defining the project



When setting your goal, you may draw inspiration from your prior experience in the MYP, such as:

- a global context that you find particularly compelling ([Check MOODLE](#))
- a service as action experience that you would like to build on
- a unit of inquiry that you would like to explore further.

e.g.

- | |
|--|
| <ul style="list-style-type: none">• My goal is to learn how to use writing to express my thoughts, emotions and personal experiences regarding the theme of heartbreak.• My product is a book consisting of 10 of my personal pieces (including prose and poetry) accompanied by my own photography, edited based on the mood my poems exude. |
| <ul style="list-style-type: none">• My goal is to learn how to provide effective chest compressions in emergency situations to support those who are not formally trained in CPR.• My product will be designing and creating the BEATroot that will assist those untrained in CPR to perform chest compressions |
| <ul style="list-style-type: none">• My goal is to learn how to use writing to express my thoughts, emotions and personal experiences regarding the theme of heartbreak.• My product is a book consisting of 10 of my personal pieces (including prose and poetry) accompanied by my own photography, edited based on the mood my poems exude. |
| <ul style="list-style-type: none">• My goal is to upgrade my fashion design skills by incorporating environmental sustainability in my creations.• My product is to make 4 dresses out of waste material and exhibit them in the multi-purpose room in my school. |

Similarly, you may draw inspiration from your interests and hobbies outside school or may also consider developing new ones.

The project consists of **two interrelated parts** :

a learning goal (what YOU want to learn)

a product (what YOU want to create).

Step 2: Investigating and curating evidence

Choose a topic you truly want to explore.

Discuss your ideas with other people, in and out of school. This is important to see whether or not your intentions are realistic.



Questions to get you started

- What have you always wanted to do?
- What do you do in your free time?
- What would you like to do in your free time?
- What IB learner profile attribute best describes you? Would you like to develop?
- Which global context interests you the most?
- Which interdisciplinary project interested you the most?
- Which experience of service as action did you find the most satisfying?
- What problem within your community most affects you?
- Which is your favourite school subject?
- Which research project would you like to develop?

Some questions you might want to think about are:

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

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

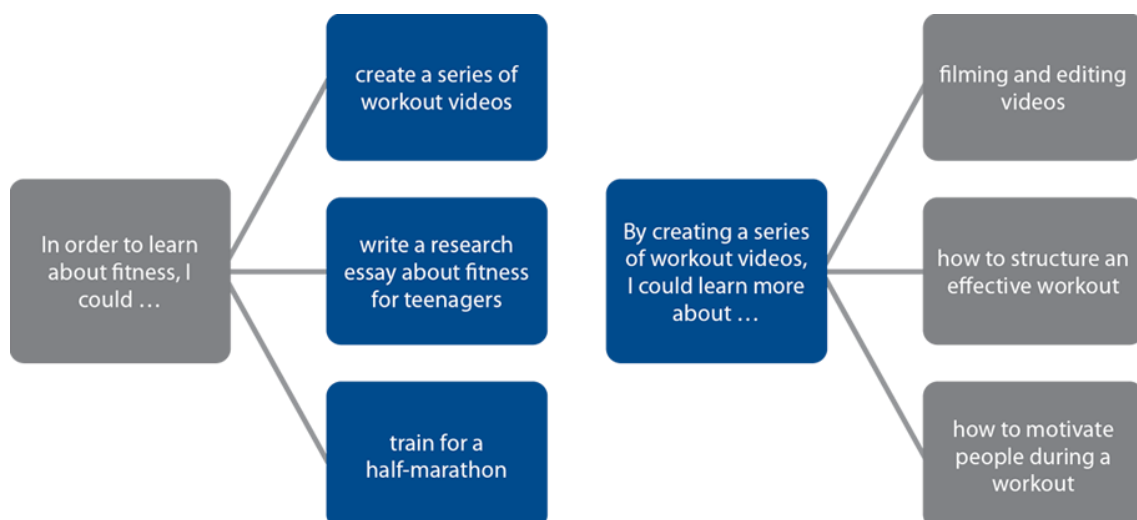


Figure 4 An example of starting with a learning goal to guide the creation of the product⁴

Step 3: Creating a Success Criteria

After you have selected your topic and researched it, you will then create criteria for success. What these criteria represent are the targets that you have given yourself to complete the project to an excellent degree. While your criteria should challenge you to push yourself, make them **realistic, measurable and achievable**.

Your criteria may take the form of a checklist or rubric inside of your process journal, but regardless of its form and location, the criteria must be pre-determined.

| Descriptor | Criteria |
|--------------------------|--|
| Manufacture | <ul style="list-style-type: none"> - The scale of the production for the drone will be a single prototype, and this is because of the difficulty of mass producing my product. - Tools will include a 3D printer to print parts in a cost-effective way, and a soldering pen to connect wires. <p>The manufacturing process must be supervised by an expert who must approve my methods.</p> |
| Appeal to Audience | <ul style="list-style-type: none"> - Farmers should be spoken to, to learn whether or not the product filled a gap in the market and whether they would consider using the solution (around three farmers.) <p>It should be simple and effective.</p> |
| Properties/ Materials | <p>Properties based on the calculations and evaluations made in previous journals:</p> <ul style="list-style-type: none"> - UAV, Multirotor, Hexacopter - Payload < 10kg; Frame <2500g; Battery = 1kg - Thrust Requirement 3.375g per motor. - Low KV (320-960) <p>As for the parts, the following measurements/properties will be the most appropriate:</p> <ul style="list-style-type: none"> - Propellor ≥ 10cm (it must be long because the KV is low) - Frame 500x500cm - ESC with 20A current draw (based on the motor selection of EMAX MT2212 II which draws 15A max) <p>Materials will include PLA for 3D printing, aluminum, wires, and plastic propellers.</p> |
| Function | <ul style="list-style-type: none"> - The drone should be able to autonomously spread pesticides uniformly. <p>It should be able to fly for 15 minutes minimum; respond to the remote control; collect data.</p> |
| Cost | <ul style="list-style-type: none"> - The cost of building should NOT exceed 500 JD <p>The cost of using the drone as a service should NOT exceed the cost of manufacturing by more than 10% (based on research stating that average income in Jordan is 468.24JDs based on the statistics website Numbeo,) which is too low for higher priced products.</p> |
| Safety | <ul style="list-style-type: none"> - Rate of dispersion of liquid pesticide from the nozzle must be calculated, controlled, constant, and limited - The parts must be of good quality <p>The drone must have safety regulations</p> |

To come up with the appropriate specifications it was necessary that I implement ... **Social Collaboration skills**, as I listened actively to my expert's perspective and negotiated with him to come up with the most suitable specifications. We shared the responsibility of decision-making.

I applied **organization skills**, as I set challenging and realistic goals, and organized my plans into a table that could later be referred to.

I employed **critical thinking skills** as I drew reasonable conclusions based on my calculations.



What is it that you want to achieve, and how are you going to know you've done it well?

Success criteria must evaluate the product by being testable, measurable and

- **observable.**

Examples of Criteria for the Product/Outcome

Product Themes such as:

- Function (what your end product should do and how it should do it),
- Aesthetics (the way you want your end product to look)
- Safety (would be really important if you are creating a vehicle, toy or food),
- Size (could be the maximum or minimum size for your product)
- Resources (materials and equipment limitations), Cost (what's your budget?)
- Environmental Location (weather, style, indoors/outdoors)
- Quality (rough prototype vs professional looking product),
- Durability
- Length (How long).

Outcome Themes such as:

- Content (what you should include)
- Frequency (How many times)
- Structure (Starter, Body, Conclusion),
- Duration (How long)
- Resources (materials and equipment limitations),
- Environmental Location (weather, style, indoors/outdoors)
- Aesthetics (eye-catching based on target audience),
- Interactive activity (How can you engage the audience)
- Length (length of research).

Step 4: Creating an action plan

As you create your action plan, you will gain a sense of whether you can achieve the product within a reasonable time frame and you may revise your learning goal and/or product accordingly.



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

The process of developing success criteria and establishing an action plan to meet the success criteria will require research. Similarly, you may need to carry out research related to your learning goal, which could be included as part of your action plan. (This is your step 1)

| Dates | Task | To do | Relevant Success Criteria | Progress notes |
|----------------------|---|--|---------------------------|--|
| October 28th | Animation lessons CGI Animation Beginner's Lesson - N Karpenko | - prepare research questions in advance of lesson - record session to review | Animation | DONE |
| November | Create story outline | - consider plot and characters - must be simple in terms of story and setting | Function | Deadline 20/11 - DONE |
| November | Initial paper drawings | - 2 characters: man and pet - costumes - space craft - internal and external | Aesthetics | Deadline 30/11 - DONE |
| 1st - 15th December | Script and Storyboard | - choose music and sync story/events - 8 scenes - clear storyline | Function/Aesthetics | DONE |
| 16th - 31st December | Design backgrounds | - space backgrounds - nebula - planets | Aesthetics | Deadline - 31/12 Complete all backgrounds - DONE |
| 1st - 6th January | Start animations - drawing and movement | - drawings into the software - movement within scenes - 2,3,4,7 | Animation | Deadline - 6/1 Complete all backgrounds - moved to 12/1 - DONE |
| 7th/8th January | Working with the software | Time to 'play' with the software, to develop confidence and understanding | Animation | Added on 3rd January, following dates adjusted |
| 10th - 15th January | Animations - in-between frames | - review storyboard | Animation | DONE |
| 15th - 20th January | Animations - colouring frames | - review initial drawings for colours | Animation | DONE |
| 20th - 25th January | Editing - transitions and any final tidy ups | - add background music | Animation | DONE |
| 26th January | Final Product due to Supervisor | - share survey with audience | | DONE |

Step 5: Applying the ATLs

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

Below are some ideas of how to do this.

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

Which ATL skills will be useful for your project?

- Review the ATL guide available on Moodle.
- Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need.
- Identify how you will gather your evidence.

Research skills:

Students demonstrate research skills by **finding, interpreting, judging and creating information** (information literacy skills), and **interacting with media to use and create ideas and information** (media literacy skills). Evidence should be found in their **bibliography** and also in the **'Investigating'** section of their written report. Evidence may also be found in the **appendices** or other sections of the report.

Evidence of information literacy skills may include:

- Collecting, recording and verifying data
- Making connections between sources of information
- Collecting and analyzing data to identify solutions and make informed decisions
- Processing data and reporting results
- Evaluating and selecting information sources based on their appropriateness to specific tasks
- Using critical literacy skills to analyze and interpret media communications
- Creating references and citations, using footnotes/endnotes and constructing bibliography according to recognized conventions

Evidence of media literacy skills may include:

- Locating, organizing, analyzing, evaluating, synthesizing, and ethically using sources from a variety of sources and media
- Demonstrating awareness of media interpretations of events and ideas
- Seeking a range of perspectives from multiple and varied sources
- Communicating information and ideas effectively to multiple audiences using a variety of media and formats
 - Comparing, contrasting and drawing connections among (multi)media resources

Self-management skills:

Students demonstrate self-management skills by **managing time and tasks effectively** (organizational skills) and **managing their state of mind** (affective skills). Evidence should be found in the '**planning**' section of the written report.

Evidence may also be found in the **appendices** or other sections of the report.

Evidence of organizational skills may include:

- Having a detailed plan for the completion of the project
- Planning strategies and actions to achieve the goal
- Meeting deadlines
- Keeping an organized and logical process journal
- Setting goals that are challenging but realistic
- Selecting and using technology effectively and productively

Evidence of affective skills may include:

- Perseverance and persistence
- Self-motivation and positive-thinking
- Resilience – the ability to deal with mistakes, failures, disappointment, change

Thinking skills:

Students demonstrate thinking skills by **analyzing and evaluating issues and ideas** (critical thinking skills), **generating novel ideas and considering new perspectives** (creative thinking skills) and **utilizing skills and knowledge in multiple contexts** (transfer skills). Evidence should be found in the '**Taking action**' and '**Investigating**' sections of the written report or in the **product or outcome** of the project. Evidence may also be found in the **appendices** or other sections of the report.

Evidence of critical thinking skills may include:

- Recognizing or identifying problems, obstacles or challenges
- Formulating arguments
- Recognizing assumptions and bias in sources
- Interpreting data
- Evaluating sources
- Drawing reasonable conclusions and generalizations
- Revising understanding based on new information
- Formulating questions
- Considering ideas from multiple perspectives
- Proposing and evaluating a variety of solutions

Evidence of creative thinking skills may include:

- Brainstorming or visual diagrams used to generate ideas or inquiries, or visible thinking strategies or techniques
- Considering multiple alternatives – even those that may seem impossible
- Making unusual connections between ideas or objects
- Designing improvements existing technologies
- Creating novel solutions or original works and ideas – or using existing works or ideas in new ways

Evidence of transfer skills may include:

- Applying skills and knowledge in unfamiliar situations
- Comparing conceptual understanding across multiple subject groups and disciplines
- Combining knowledge, understanding and skills to create products or solutions
- Transferring current knowledge to learning of new technologies
- Changing the context of an inquiry to gain different perspectives

Communication and Social (collaboration) skills:

Students demonstrate communication skills by **exchanging thoughts, messages and information effectively through interaction** and **reading, writing and using language to gather and communicate information**. They demonstrate social (collaboration) skills by **working effectively with others**. Evidence should be found in the **‘Taking action’** and **‘Investigating’** sections of the written report or in the **product or outcome** of the project. Evidence may also be found in the **appendices** or other sections of the report.

Evidence of communication skills may include:

- Giving and receiving feedback (not necessarily only from their project supervisor)
- Using appropriate speaking and written techniques for dealing with different audiences
- Negotiating ideas and knowledge with peers, teachers or others (possibly as part of research)
- Collaborate and share ideas (may be part of the product)
- Make inferences and draw conclusions
- Write for different purposes
- Paraphrase and take effective notes
- Organize and depict information logically
- Structure information in the written report

Evidence of social (collaboration) skills may include:

- Demonstrating empathy
- Helping others to succeed
- Taking responsibility for one’s own actions
- Listening actively to perspectives and ideas of others
- Giving and receiving meaningful feedback

Reflection skills:

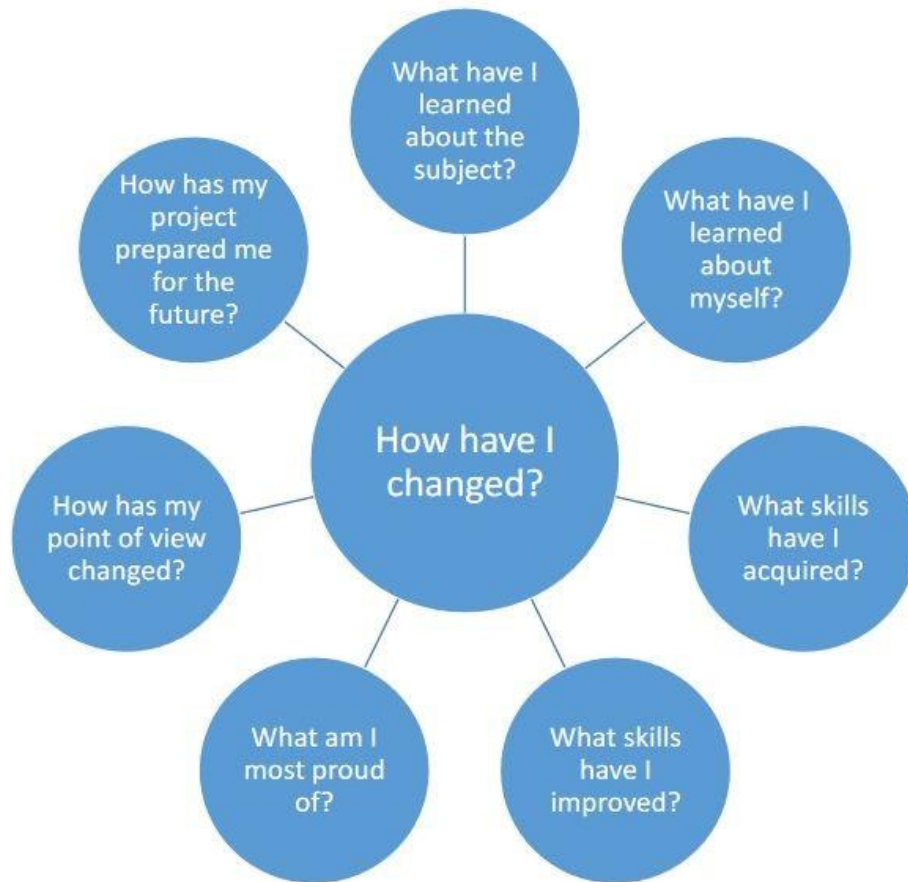
Students demonstrate reflection skills by **(re-)considering the process of learning; choosing and using ATL skills**. Evidence should be found in the **'Reflecting'** section, or in other sections of the written report.

Evidence of reflection skills may include:

- Developing new skills, techniques or strategies for effective learning
- Identifying strengths and weaknesses of personal learning strategies (self-assessment)
- Trying new ATL skills and evaluating their effectiveness
- Considering increased knowledge and understanding relating to the project topic ☐
Considering ATL skills development
- Considering their development as a learner

Step 6: Reflecting

Explain the impact your project has on you or on your learning.



Step 7: Evaluating

These are guiding questions to help you in your reflection prompt:

- To what extent did I complete my product based on the success criteria?
- How can I demonstrate that I completed my product based on my success criteria?
- What are my product's strengths? Limitations?
- What could I have done differently to make my product better reflect my success criteria?



Figure: Structure of objective C: Reflecting

Personal Project Report Checklists
PERSONAL PROJECT OBJECTIVE A: PLANNING

| Objective A: Planning | REPORT CHECKLIST | EVIDENCE (examples only) |
|---|--|---|
| <p>LEARNING GOAL & PERSONAL INTEREST</p> <hr/> <p>Criterion A Strand i. <i>State a learning goal for the project and explain how a personal interest led to that goal.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> LEARNING GOAL: Explain what you want to learn by completing this project <input type="checkbox"/> Identify what initially sparked your interest in this topic & explain its connection to the learning goal <input type="checkbox"/> Describe what makes your goal personal through your experiences & interests <input type="checkbox"/> what knowledge and skills do you have that will support you with achievement of learning goal? <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: If your learning goal stemmed from a Global Context, explain its connection to your learning goal. | <ul style="list-style-type: none"> ● Brainstorms ● Planning sheets ● Proposal Panel ● 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. |
| <p>PRODUCT GOAL & SUCCESS CRITERIA</p> <hr/> <p>Criterion A Strand ii. <i>State an intended product and develop appropriate success criteria for the product.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> PRODUCT: Explain what you want to do or make by completing this project <input type="checkbox"/> Develop criteria that are specific, rigorous, realistic, testable <input type="checkbox"/> Develop criteria that are directly related to the product. <input type="checkbox"/> Develop criteria that measure the quality of the product. <input type="checkbox"/> Explain how criteria are supported by research. | <ul style="list-style-type: none"> ● Brainstorms ● Planning sheets ● Proposal Panel ● Success Criteria (final) ● Drafts and plans of success criteria ● Research notes that support success criteria |

| | | |
|---|--|--|
| <p>PLAN</p> <hr/> <p>Criterion A Strand iii. <i>Present a clear, detailed plan for achieving the product and its associated success criteria.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies <input type="checkbox"/> Include success criteria & their targeted completion on the plan <input checked="" type="checkbox"/> Reference a range of sources in a properly <u>MLA formatted Works Cited</u> | <ul style="list-style-type: none"> ● A series of steps leading to the completion of the product ● A timeline for completing short- and long-term tasks ● To-do lists ● GANTT Charts ● Long-term plan (personal) ● Annotated PP Timeline ● Short-term plans with details |
|---|--|--|

PERSONAL PROJECT OBJECTIVE B: APPLYING SKILLS

| Objective B: Applying Skills | REPORT CHECKLIST | EVIDENCE (examples only) |
|---|--|---|
| <p>ATL SKILLS & LEARNING GOAL</p> <hr/> <p>Criterion B Strand i. <i>explain how the ATL skill(s) was/were applied to help achieve their learning goal</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify the chosen ATL Skill(s) applied throughout the process of achieving the learning goal <input type="checkbox"/> Explain how the ATL Skill(s) were applied to help achieve the learning goal <input type="checkbox"/> Include evidence to support your application of the specified ATL skill(s) | <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) |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> ● interview with a professional on the topic chosen |
| ATL SKILLS & PRODUCT GOAL Criterion B Strand ii. <i>explain how the ATL skill(s) was/were applied to help achieve their product.</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Identify the chosen ATL Skill(s) applied throughout the process of creating the product <input type="checkbox"/> Explain how the AtL Skill(s) were applied to help create the product <input type="checkbox"/> Include evidence to support your application of the specified ATL skill(s) | <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) ● interview with a professional on the topic chosen |

PERSONAL PROJECT OBJECTIVE C: REFLECTING

| Objective C: Reflecting | REPORT CHECKLIST | PROCESS JOURNAL ENTRIES & EXTRACTS |
|--|---|---|
| IMPACT OF PROJECT Criterion C Strand i. | <ul style="list-style-type: none"> <input type="checkbox"/> What have I learned about the subject? <input type="checkbox"/> How has my project prepared me for the future? <input type="checkbox"/> How has my point of view changed? <input type="checkbox"/> What am I most proud of? | <ul style="list-style-type: none"> ● summary of new knowledge or insights related to the learning goal ● Surveys of audience (impact) |

| | | |
|---|---|---|
| <p><i>Explain the impact of the project on themselves or their learning</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> What skills have I improved? <input type="checkbox"/> What skills have I acquired? <input type="checkbox"/> What have I learned about myself? <hr/> | <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 |
| <p>EVALUATION OF PRODUCT</p> <hr/> <p>Criterion C Strand ii. <i>Evaluate the product based on the success criteria.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Use success criteria to evaluate the quality product <p>Below are ideas to help students evaluate their products based on their chosen success criteria.</p> <ul style="list-style-type: none"> ● To what extent did I complete my product based on the success criteria? ● How can I demonstrate that I completed my product based on my success criteria? ● What are my project's strengths? <ul style="list-style-type: none"> <input type="checkbox"/> What could I have done differently to make my product better reflect my success criteria? <input type="checkbox"/> Evaluate the impact on the student or community (if relevant) <p>OPTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain any changes made to the product/outcome during the process and why changes were made <input type="checkbox"/> Identify possible improvements to the product/outcome <input type="checkbox"/> | <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 ● Audience reviews & survey ● Meeting with supervisor notes |

***For structural purposes, it may make sense for the order of this section to be first Cii, then Ci, as a natural conclusion to the report could be a reflection of the project's impact on your learning.**

- Title page should not be included in the report
- To ensure that the written part of the report is clearly legible, each page must have a minimum:
11-point font size
2 cm margins.
- Evidence presented in images must be clearly visible at the size submitted.
- Audio and video must be recorded and submitted in real time.
- Provide snapshots of the product in Objective B & C

