

Personal Project Supervisor Meeting #1 Guidelines

Adapted from [Personal Project Staff Handbook - MPHS IB Parent Advisory Council \(myersparkib.org\)](http://myersparkib.org)

It may be helpful to ask students a few questions to get to know their prior to jumping in to discussing the Personal Project. Students may ask you about the components of the Personal Project and/or what they should be doing. It is the responsibility of the PP supervisor to be able to answer these questions. You can find the answers to these questions in PP Supervisors Handbook.

1. Ask students: What do you think is the Personal Project?

Looked for answer(s):

- The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their approaches to learning (ATL) skills.

2. After discussing the Personal Project, tell students that in the Personal project they must:

Looked for answer(s):

Conduct independent learning (25 hours) and:

- Establish a goal, action plan and success criteria
- Apply Approaches to Learning skills throughout the process
- Gather evidence of how they applied the ATL skills throughout the personal project
- Evaluate the project based on the success criteria
- Select evidence to add to the report
- Reflection on the impact of the project
- Write a report
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3. Ask students what they have defined as their learning goal and product (goal).

Looked for answer(s):

Students should be able to tell you what they're interested in learning about. You may need to assist them in defining a product to reflect this.

Questions to assist students in defining their learning goal:

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

The learning goal can guide the creation of the project. For example:

Learning goal: I want to learn about fitness by training for a half marathon

Product: I want to create a series of workout videos to learn more about filming and editing videos.

*** Instruct students to record their learning goal and project goal in the Personal Project form on Managebac.

4. Ask students to develop their action plan)?

Looked for answer(s):

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

- The success criteria must be testable, measurable, and observable
- The success criteria must evaluate the product
- The success criteria must evaluate the impact on the student or community

Here are ideas of specific product features that may help the student to establish success criteria to evaluate the quality of their product:

Product form:

- Technique or material used
- Number of pages
- Length
- Resource people
- Visual aspects
- Colors
- Size
- Text type

Product content

- Strand
- Target audience
- Organization
- Quality of the language
- Result achieved

*** instruct students to record their success criteria in their product goals section of the PP worksheet

5. Have students brainstorm and draft their action plans (connections to ATLs)

Looked for answer(s):

Students need to work within the timeline that has been provided by the school (their MYP English 2 teachers).

Remind students that they need to record evidence of their process for the personal project.

Possible evidence may include:

- Visual thinking diagrams (mind maps)
- Bulleted lists
- 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

Remind students that evidence of the process **is**:

- Gathered throughout the project to document 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/her/their needs
- A record of reflections and formative feedback received

Evidence of process is **not**:

- Collected on a daily basis (unless this is useful for students)
- 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)

Remind students they will need to include the Approaches to Learning in their project

- ATLs: research, thinking, communication, social, self-management skills
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*** instruct students to have an action plan uploaded to Managebac under the Personal To DOs section by the next meeting. The format of the action plan should match:

- Planning
- Applying skills
- Reflecting

6. Discuss academic honesty with students

Looked for answer(s):

Remind students of the importance of individual work and citing sources.

*** instruct students to complete the Academic Honesty form under the Supervisors tab. They will record what they discussed with you in their meeting with you in this box.

7. If possible set up the next meeting time and close out the meeting

Looked for answer(s):

Remind students of the above requirements and that they need to work independently on their personal project.

You may wish to set up the next meeting and get it on each other's calendars. Meetings can be in person and/or remotely (Zoom, Google Meet etc.)