

Name: _____

A student guide
to the
Personal Project

LCCHS
September 2012

Starting...

Why do I have to do the Personal Project?

The Personal Project is a MANDATORY project in the Middle Years Programme. It is an opportunity to explore a topic that is of interest to you, to develop your approaches to learning skills further and to create something unique to you.

Will anyone help me do the project?

You ARE RESPONSIBLE for your Personal Project. It is an investigation that you do ALONE to show your skills as an independent learner.

However, you are not entirely alone in doing the project. You will be assigned an adult SUPERVISOR who will be available to offer you advice and guidance as and when you might need it. Your supervisor can do a number of things to help you in the process including:

- ✓ Advising you on whether or not you are undertaking an achievable project
- ✓ Helping you to create a schedule for completing the project
- ✓ Discussing your area of interaction and topic to ensure they complement each other
- ✓ Meeting to discuss and review your progress with your project
- ✓ Advising you should any part of your project start to present difficulties

Being an independent learner does not mean you have to work in isolation. In fact the best independent learners recognise how important it is to COLLABORATE with other people when undertaking a project because a wider range of ideas can lead to a better outcome. Apart from your supervisor, you will talk with and seek advice from your parents, friends and other adults. However, the work you do in the project must be your own work.

So what is the Personal Project?

The Personal Project is SIMILAR to every other subject you study because you have to:

- ✓ complete approximately 40-50 hours of study over an extended period of approximately 6-8 months

- ✓ use many of the approaches to learning skills you have learned in your other subjects
- ✓ produce items
- ✓ undergo assessment

The Personal Project is DIFFERENT from many of your other subjects because you have to:

- ✓ complete your investigation within the context of one area of interaction
- ✓ work independently throughout the course
- ✓ interact with an adult supervisor whose role is to provide guidance and advice only

The Personal Project is exactly what its title says – a personal project.

Basically, you choose a topic that interests you personally and an area of interaction that helps you develop your project with a clear and specific focus. Deciding on the goal of your project can begin with the topic or the area of interaction, but at some point both need to come together and form the goal.

The Personal Project is the major INTERDISCIPLINARY project you do to show that you are an effective independent learner with the range of necessary skills to be ready to progress to the next stage of your learning. You have to complete and submit a Personal Project during the final year of the MYP.

What exactly do I have to create for the Personal Project?

You must create three items:

- ✓ A process journal (similar to the developmental workbook in arts)
- ✓ A product or outcome for display that shows other people what you did
- ✓ A project report

The Process Journal

Your process journal is the RECORD OF YOUR INVOLVEMENT in the Personal Project process. It should record all your ideas, your planning, your discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with your supervisor, photographs – whatever you do that is part of the process should be kept in this

document. You choose the format of your journal. It might be a scrapbook, a note book, an electronic site for example.

The Product or Outcome

The product you create is how you **SHOW** other people what you have investigated. Apart from your journal, which will be part of the display, you need to have some way of showing what you produced or achieved for your goal. This might be the actual product such as a model, electronic article, artwork or it might be visuals of the outcome such as photographs of an event you organised.

The Project Report

The report you produce will be in different formats; written and oral. You will need to think carefully about how you report your project and how you work best. To prepare an oral report will take as long to prepare as a written report.

This guide has more information about the report later on.

The important thing to think about for your project is to identify something **YOU** want to explore and find out more about.

What will be assessed?

All of the three items are assessed: the use of the process journal, the product or outcome and the projects report.

How will I be assessed?

The Personal Project is assessed against **SEVEN CRITERIA**. Each criterion is of equal value and has 4 levels of success. The criteria are:

A: Use the process journal

You show that you have used approaches to learning skills when completing the project. This is shown in part through the use of the process journal, as a record and organising tool for your project. You show commitment to completing the project through meeting deadlines, organising your materials, interacting with your supervisor, and dealing positively with challenges that arise. You record your thinking and ideas as you progress through your project.

B: Define the goal

You show that you have a clear project goal associated directly with an area of interaction and a topic that interests you personally, and that you have defined specifications to be able to evaluate your goal.

C: Select sources

You show that you have accessed a variety of sources and that you are able to evaluate these sources, for example in terms of whether they are reliable.

D: Apply information

You show that you have used the information you gathered from your sources in order to complete the goal. This might be through the development of techniques, problem-solving strategies or analysis of the information you selected. You show that you have thought about the information you selected and used it in some way to further your project.

E: Achieve the goal

You complete the goal and evaluate the outcome or product. You award yourself a level of achievement using the specifications you created at the beginning of your project to guide you. You get input from your supervisor for the final level.

F: Reflect on learning

You show that you have developed a new understanding of the topic and area of interaction through deep and detailed reflection on what you have done and what you have learned by doing it. You show that you have developed a clear personal understanding of, and response to, the project topic and area of interaction because you have carefully analysed the information you have gathered.

G: Report the project

You show that you have organised your project report by using appropriate presentation and linguistic conventions, in whichever format you have chosen. You meet the requirements for the word or time count of the text.

Your personal project teacher will use these seven criteria to assess your project at the end of the process. At your defense of the project, your supervisor, the other IB coordinators and the administration will also check the result to ensure that it is consistent with the international standard set for projects.

How do I start the Personal Project?

The Personal Project requires significant steps. The steps begin in the final term of Year 4. The first four steps must be completed before the end of Year 4, or if you arrive in Year 5 they should be done in the first couple of weeks.

Step One: Area of Interaction Context¹

First, and most importantly, you MUST choose an area of interaction to be the context for your project investigation. Basically, your choices for your context are:

- ✓ Human ingenuity – you are interested in investigating how and why inventive and creative genius can solve problems, improve the human condition or change how we view our world and beliefs. You want to identify and explore the responsibilities we have when we make changes
- ✓ Environments – you are interested in investigating how and why particular environments (natural, built, virtual) operate, face challenges or need improving. You also want to identify and explore our responsibilities towards those environments
- ✓ Health and social education – you are interested in how and why people live as they do, the relationships that exist, the health and social issues individuals and groups must face and our responsibilities to ourselves and others through our lifestyles
- ✓ Community and service – you are interested in investigating how and why communities exist and how and why it is important that individuals and groups offer services within communities
- ✓ Approaches to learning – you are interested in investigating how people learn and the variety of different ways in which different people can learn effectively

¹ Note: steps one and two are interchangeable – the personal project goal might originate with the area of interaction or with the topic of personal interest. The important aspect is that ultimately both are coherent in enriching the student goal. In this student guide the school has made the decision to ask students to explicitly begin with the area of interaction context.

Choosing your Personal Project context comes with a responsibility to thoroughly understand one area of interaction.

STEP ONE DECISION: AREA OF INTERACTION

The area of interaction I will use as the context for my Personal Project is:

I have chosen this area of interaction because I want to explore...

Step Two: Topic for Investigation

Choose a topic for investigation that genuinely interests you. It is very important that your topic readily relates to your chosen area of interaction. You will certainly find that most topics can be investigated within all five areas of interaction so the real challenge is to understand your topic within the context of ONE area of interaction. This becomes the focus for your investigation.

So what topics can you choose? Make a list of all of the things you currently do – school, sport, socially.

MY CURRENT ACTIVITIES

Currently, the things I am involved in or do at school, with clubs or social groups are:

Add to the list the things that you enjoy – music, games, activities.

PERSONAL ENJOYMENT AND RELAXATION

Currently, the things I enjoy doing for relaxation or fun are:

Add to the list everything that you think is important to you – family, friends, beliefs, love, fun.

IMPORTANT THINGS TO ME

Currently, the most important things to me are:

Add to the list the issues that you think are important to many people in your age group – relationships, jobs, parties, fashion, cars.

IMPORTANT ISSUES AND MATTERS TO PEOPLE MY AGE

Currently, the things I think people my age are concerned about are:

Then add to the list the bigger issues that seem important to the community that sometimes affect you – money, law, poverty, environmental issues, education, transport.

IMPORTANT ISSUES AND MATTERS TO THE WORLD

Currently, the things I think people around the world are concerned about are:

You now have several lists of possible topics to investigate.

Go through the lists and tick the topics that are obviously connected to your chosen area of interaction. Reflect on the ticked topics.

- ✓ Which one appeals to you the most?
- ✓ Which one fits in with what you already do?
- ✓ Which one will be challenging enough to keep you interested over several months?

And then this is the hard part. Make a choice. Pick one topic:

STEP TWO DECISION: TOPIC FOR INVESTIGATION

The topic I will investigate for my Personal Project is:

I have chosen this topic because...

The topic fits under the area of interaction _____
because...

Step Three: Inquiry Question

So far you have an area of interaction and you have a topic of interest. Now you create a question to guide your investigation. Your question should definitely contain:

- ✓ your area of interaction
- ✓ your topic

Your question should also demand **INQUIRY**, and not be a question that can be answered simply in a sentence or two.

Examples of inquiry questions include:

Human ingenuity questions:

- ✓ What ingenious ideas will enable householders to reduce their carbon footprint on the planet?
- ✓ What ingenious processes are involved in authentically rejuvenating an antique wardrobe?
- ✓ How have ingenious humans developed human flight over time and what might the future hold?
- ✓ What can be done to improve access to all areas of our school for students with physical movement disabilities?
- ✓ What factors and clever strategies enable a performer to excel in a performance?

Environments questions:

- ✓ What materials can surfboard designers use to ensure that future surfboards are friendly to the environment?
- ✓ Is the school's use of resources efficient or wasteful and what can be done to improve the existing situation?
- ✓ What are the best environmental conditions for rearing cockatiels in captivity and why are those conditions effective?
- ✓ Why should all Australians be concerned about the Murray River system and what should be done to repair it?
- ✓ How can I positively improve the current environment within my family's home?

Approaches to learning questions:

- ✓ What strategies and techniques can students use to more effectively manage and complete homework?
- ✓ How can a coach effectively improve the individual and team ball-handling skills of junior baseball players?
- ✓ How might our school enable all students to become proficient with Information and Communication Technologies?
- ✓ What could teachers do to make learning experiences more enjoyable and effective for Middle School students at our school?
- ✓ Why is it important to train a dog and what are effective ways to achieve this aim?

Health and social education questions:

- ✓ Is it important to have single gender classes at school or should everyone be in coeducational classes all the time?
- ✓ What exactly is a healthy lifestyle and is it the same for everyone?
- ✓ Why is it important to have a school transition program for new students and what should it involve?
- ✓ How effective is the existing drug awareness program in our community, and what could be done to improve drug awareness and the dangers of substance abuse among our peers?
- ✓ Does the existing homework program help or hinder students' relationships with family and friends, and are there improvements that could be made to the program?

Community and service questions:

- ✓ How can school students really help people in need in the international community?
- ✓ What actions should the general community take to enable older citizens to live safe and comfortable lives?
- ✓ How can a person change the world for the better through service without spending money?
- ✓ What can we do to bring the international community together to fulfil the International Baccalaureate mission?
- ✓ How does my church actively serve the wider community and how might I get involved?

Creating a good question is not easy. Adults have difficulty with the task, so don't expect the first question you think of to be the best. Brainstorm possible questions first.

POSSIBLE INQUIRY QUESTIONS

Questions I am considering are:

Talk to other people about your inquiry question ideas – your parents, friends, your teachers. Make sure that the area of interaction is obvious in the question or can be clearly connected to the question. Then, make a decision. You can always edit your question later, but choose one now to kick-start your Personal Project and record it below.

STEP THREE DECISION: INQUIRY QUESTION

The inquiry question to which I will respond for my Personal Project is:

Step Four: Deciding on the outcome or product

With your area of interaction, topic and inquiry question in place, you need to think about what your outcome or product will be; you have to decide **THE FORMAT THAT YOU WILL CREATE TO SHOW YOUR RESPONSE TO OTHER PEOPLE**. How do you plan to answer your inquiry question? So for example, if your inquiry question is “What exactly is a healthy lifestyle and is it the same for everyone?” , in what form do you plan to answer this? You decide that you will answer the question, for example, through producing an **information board** for healthy living that will be displayed in an area of the school for a period of time. You might have decided to answer it in another way such as creating a short film or writing a report for the school online newspaper. You decided on a goal that you think is achievable for yourself as well as being challenging.

You can choose from an almost endless list of possibilities for your product – choose to create an item that will best demonstrate what you have learned through your investigation and will show other people what you have learned. Examples include:

Performances

play, dance, song, speech

Published writing

creative prose, collection of poetry, major essay, extended article, script, review

Events

Fund-raising evening, service in action, celebration, major event

Static visual displays

photographs, art, poster, model, artefact, drawings, statistical data

Interactive displays

web site, video, audio-visual, animation

Depending on your project you might combine two or more of these ideas to create your product in response to the inquiry question.

STEP FOUR DECISION: THE OUTCOME OR PRODUCT

The outcome or product for my Personal Project is:

Step Five: Creating specifications

You will need to create specifications for your outcome or product. The specifications are the way you will know you' ve achieved your goal. You will need to ask yourself different questions in order to define the specifications. The questions you ask might change depending on the type of outcome or product.

Questions you might find helpful:

- What will my outcome or product look like?
- What type of materials will I use?
- What techniques will I use?
- What type of information will I include?
- How will I present the information?
- Will I include visuals?
- Do I need to consider any copyright or intellectual property issues?
- Who is the audience?
- How will I get feedback?

Talk to other people about your specifications – your parents, friends, your teachers. You can always refine your specifications later as you discover more about your personal project goal, but create some now to kick-start your Personal Project and record them below.

STEP FIVE DECISION: SPECIFICATIONS

The specifications for my outcome or product are:

Step Six: Organising

With your area of interaction, topic, inquiry question and specifications in place, you should take time to plan your **TIME MANAGEMENT** over the period allowed for the Personal Project. Managing time is one of the most crucial elements of the project. It is essential that you create a timeline of what you plan to do.

To help you plan, you should know that the Personal Project has at least five phases:

Think

This is the phase involving the first five steps – you develop your personal project concept through your choice of area of interaction, topic and inquiry question.

Investigate

This is the phase you will undertake next – you gather as much information as you can on your topic.

Plan

This phase is when you plan your response to the inquiry question – sorting through information and designing your product or outcome.

Create

This is the phase when you actually create your product or outcome for the Personal Project

Present

Finally, you present your Personal Project for viewing and assessment.

Therefore it is good to plan ahead for these phases. Remember plans can change as circumstances change, but by planning you give yourself clear goals and raise your awareness of the time you have to complete tasks for the Personal Project.

Following is an example of a timeline. Over the page is a timeline you can use for planning, or you might choose to create your own version. The timeline will develop as your project develops and it is a good item to put into your journal/developmental workbook.

Month	Focus	Week	Activities
November	Concept planning	1	Read the information given Organise a journal and begin
		2	Choose an inquiry question
		3	Plan timeline – make requests for supervisor
		4	

December	Investigate	1	Meet with supervisor to discuss concept and planning
		2	Interview Mrs X on dog grooming
		3	Holidays
		4	
January		1	
		2	
		3	Investigate - read book <i>Caring for your dog</i>
		4	Investigate - find web information on dog care
February		1	Investigate - reading; and also update journal
		2	Meet with supervisor to show progress
		3	

My Planning Timeline

Month	Week	Focus	Activities
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		
	1		
	2		
	3		
	4		

Investigating...

What is an investigation?

An investigation for the Personal Project is the action of finding out information in order to respond to an inquiry question. Using your inquiry question, you will:

- ✓ gather all the information you can from a variety of sources
- ✓ evaluate the sources: work out which information is really useful as well as reliable and which isn't for a response to the inquiry question

What sources do I use for my investigation?

You have access to a variety of information sources:

- ✓ Books
- ✓ Articles from magazines, journals, newspapers
- ✓ Web sites
- ✓ Expert people
- ✓ Documentaries and movies

YOU SHOULD USE THEM ALL, initially, to find out as much as you can on your topic.

Record all of the sources you read, view, listen to, interview in your process journal. This will form a valuable resource for later in the project process.

BOOKS I' VE READ ON MY TOPIC

Record your books in the order – author surname, first name initial, (year of publication), Title of book in italics, publisher, city where published, county where published

For example:

Hutton, E (2005), *Clever Thinking in Court Design*, Black Books, Adelaide, Australia

MAGAZINE ARTICLES I' VE READ ON MY TOPIC

Record your magazine articles in the order – author surname, first name initial, (year of publication), Title of article in quotation marks, Title of magazine in italics, Issue or volume number, pages, publisher, city where published, county where published

For example:

Lao, K T (2005), "The Best Photographic Memories" , *Black and White* magazine, May 2006 Issue, pp47-49, Singapore, Singapore

WEB SITES VIEWED ON MY TOPIC

Record your web site visits in the order – author surname, first name initial, (date of latest update or copyright date), Title of web page in italics, date that you viewed the web site, URL address for the web site

For example:

Heinrich, J (updated July 2008), *Cloning the Future*, viewed September 15 2008, <http://www.futureconcepts.org>

If you cannot find the web page author, you record the web site visit in the order – Title of web page in italics, date it was last updated or copyrighted, date that you viewed the web site, URL address for the web site

For example:

Finding Family, (copyright 2007), viewed October 6 2008, <http://www.findingfamily.uk>

PEOPLE I INTERVIEWED IN REGARD TO MY TOPIC

Record interviews and significant discussions with people in the order – person' s surname, first name initial, person' s expert role, date of interview

For example:

Ramonovic, S: Boat builder, interviewed March 15 2007

How do I choose what information to use?

Having investigated your topic by reading, viewing, listening and interviewing to gather information, now you have to sort through what you have gathered to choose what is most USEFUL or APPROPRIATE for your project response.

There are many techniques you can apply to choose which information to use and which to leave out. Some examples are identified below as guides or reminders of what to do at this point. Sometimes one technique will work. More likely you will have to use combinations of them to finally choose what information to use.

Straight logic

This technique requires you to simply select information by thinking about its relevance to your inquiry question. You label pieces of information as either Relevant or Irrelevant and then use the Relevant information for your project.

Degree of importance

You make four categories and go through your information labelling each piece of information according to the category that best describes what you have found. The categories are:

Absolutely essential

You cannot respond to the inquiry question if you don't use this information. Keep it and use it.

Very useful

This is information that should be used in the response because it makes very clear to everyone what you have learned or want other people to learn about your topic. Keep and use as much of this as you can.

Interesting

This information does refer to the inquiry question, but if you did leave it out it wouldn't radically change your response. Use it if you don't have enough of the two levels above.

Irrelevant

When you look at your inquiry question this information doesn't really help. It is related to the topic only, but not the area of interaction. You ignore this information.

The Checklist

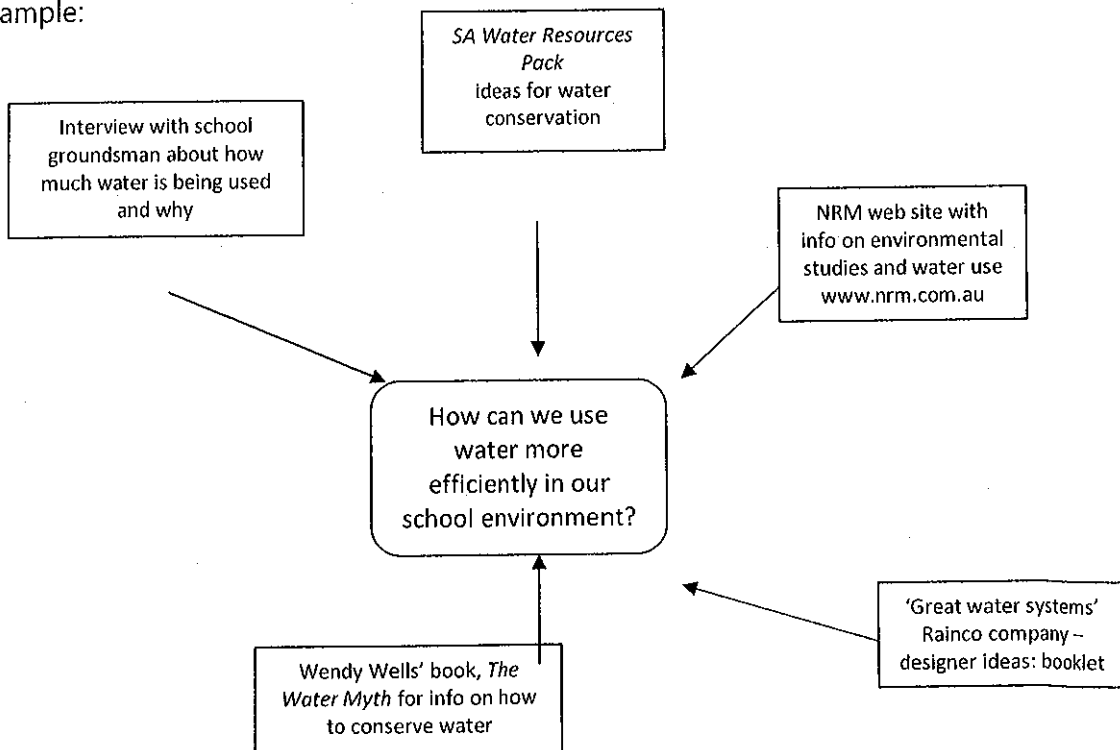
For this technique you have a series of question that you apply to each piece of information. If it receives ticks against all questions then clearly you should use the information in your response.

- ✓ Is the information source reliable and is the information accurate?
- ✓ Is the information current or still valuable if it is older?
- ✓ Does the information help me respond to the inquiry question?
- ✓ Does the information connect clearly with the area of interaction or aspects of it?
- ✓ Does the information belong to my topic?
- ✓ Will the information help me to develop my project product?

Mind-mapping

For this technique, you draw the information that you believe will help you to respond to your inquiry question around the inquiry question. This way you can 'see' how your information fits together or interconnects.

Example:



The important thing is that you do consciously sort through your information until you are satisfied you have collected everything that you think you need to make a response to the inquiry question. Then you begin a new process in the Personal Project.

Thinking, planning, creating and reflecting...

Your Journal

What should I keep in my Journal?

Your journal is a complete record of **EVERYTHING** you do for your Personal Project, from START to FINISH. You should use your journal to store:

- ✓ Notes and ideas on your project area of interaction
- ✓ Concepts for your project
- ✓ Drawings, pictures, clippings, photographs
- ✓ Information gathered from your investigations
- ✓ Copies of interviews and discussions with people
- ✓ Plans for your project
- ✓ Timeline(s)

Above all else you should use your journal to make regular and detailed REFLECTIONS on your ideas, progress and challenges. Record your responses to other people's feedback, your good experiences and your disappointments.

Your journal will be the most important document in your Personal Project experience because from it you will be able draw all the kind of information you will need to write your statement.

What should my journal look like?

You CHOOSE your journal format. Choose a format that allows you to be organised and chaotic, tidy and messy, because you will be putting scraps as well as good documents into it. You therefore can choose from a number of formats:

- | | | |
|---------------|----------------------|----------|
| ✓ A web site | ✓ A booklet | ✓ A wiki |
| ✓ A scrapbook | ✓ Electronic booklet | ✓ A blog |

Choose the one you feel will be the most effective for your style of learning and make it awesome.

Your project report

What is the project report?

The project report is the **FORMAL RECORD OF THE ENTIRE PROCESS** you undertook to complete your Personal Project investigation. It will explain clearly to whoever reads, listens to or watches it:

- Your area of interaction context
- Your specific topic
- Your inquiry question and the product or outcome you created
- Your plans and the process you implemented
- The resources you used
- The techniques you applied
- The challenges and issues you faced and perhaps solved
- What you learned about your topic and area of interaction from your investigation
- What you learned about yourself as a learner from the Personal Project experience

What should the project report look like?

The report is the place where you bring together and summarise your thinking, process and creation that helped you to complete your project.

It will take different formats. You can start drafting the report at any stage or begin when you have completed the outcome or product, however make sure you plan in enough time to produce the report.

You will report the project through:

- ✓ a written report in the format of an academic report
- ✓ an oral report that includes visual support.

The information you include in the report is organised into **SPECIFIC SECTIONS**. The report doesn't replace the product or outcome of your project, so think about how you personally will communicate the information you want to in the best way for you.

You will need to plan and organise the information. Your process journal will be extremely important at this point as it will contain all the information you need to complete the report, if you have used it consistently.

Structure of the personal project report

Written format

The report must include: Title page; Table of contents; Body of the report; Bibliography; Appendices.

The Title page must include the following.

- ✓ Student name
- ✓ Title of the project
- ✓ Length (word count)
- ✓ School name
- ✓ Teacher name
- ✓ Supervisor name
- ✓ Year

The body of the report is structured around the objectives and assessment criteria and it must include these sections.

- The goal (criterion B)
- Selection of sources (criterion C)
- Application of information (criterion D)
- Achieving the goal (criterion E)
- Reflection on learning (criterion F)

Length of the report

The length of the personal project report must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography.

Reflection questions for producing the project report

The goal

These are questions you might use to help you think about your project when producing your report. You don't have to answer each question as a checklist but they are to give you an idea of the type of information to include. You need to be aware of the overall word or time limit for the project. Some sections of your report may be longer than others; this is usual.

- ✓ What area of interaction was the context for your project? Why did you generally choose that area of interaction? What specific features of the area of interaction did you intend to focus upon in your project and why?
- ✓ What personal interest topic did you select? Why did this topic interest you? How much prior experience or understanding of this topic did you have? How does this interest or topic directly relate to your chosen area of interaction?
- ✓ What inquiry question did you design from the area of interaction and topic? What process did you use to decide on your inquiry question? Why is your question one that requires more than a simple answer? How can someone recognise the area of interaction in the question? How do they recognise the topic in the question?
- ✓ What goal did you set for your project? What specifications did you put in place to help you successfully complete your investigation and your project overall?

Select sources

- ✓ What resources did you investigate for your project? Why did you choose them? Were some resources better than others? Did you have any difficulties finding or using resources?
- ✓ What printed resources did you use? Why did you use them? Where did you find them? How easy were they to obtain? What was valuable about them?
- ✓ What electronic resources did you use? Why did you use them? How did you access them? How easy were they to access? What was valuable about them?
- ✓ What human resources did you use? Why did you use them? How easy were they to meet or talk to? What was valuable about them?
- ✓ How did you make your choices about what information to use and what to discard? How did you evaluate your sources?

Application of information

- ✓ What exactly did you do to complete your project? What decisions did you make based on the information you discovered? How did you solve problems? How did the information affect your choices?
- ✓ Were there any specific techniques you developed as a result of your investigation?

Achieve the goal

- ✓ Did you adjust or alter your original goal as the project developed? If you made changes, why did you make the changes? Do you feel that you successfully achieved your goal?
- ✓ Did you have to alter your specifications much during the process? Explain how effective your specifications turned out to be overall and evaluate your product.
- ✓ What level of achievement would you award your product or outcome based on your specifications? Does your supervisor agree with this?

Reflect on learning

- ✓ What exactly did you learn from your investigation? What was your response to your inquiry question? How did you reach your conclusion or hypothesis or point of view or expression of ideas? What aspects of your investigation really helped you to reach a better understanding of your topic?

- ✓ What new understanding do you have the area of interaction you chose to use as the context for your project? How did the area of interaction context give you a different or better understanding of your topic?
- ✓ How well did you do the project, according to your self-assessment? What did you feel you did well? What would you improve next time you do a similar project?
- ✓ What specific skills did you need to develop/apply to investigate and complete your project? What new skills did you learn, or what existing skills did you improve?
- ✓ What format did you use for your Journal and why was it your preferred format?
- ✓ What did you learn about yourself as a person through undertaking the project process? Which of the Learner Profile qualities did you find yourself exhibiting at different times and why? Have you improved in any of these qualities?
- ✓ What action should be taken by yourself and others as a result of what you discovered through your investigation? Why should that action occur? How might that action be implemented?
- ✓ Final comment about your experience with the project?

Can anyone help me to edit my project report?

The project report should be as **ERROR-FREE** as possible so it is essential that you seek other people to edit your drafts. In publishing, the editing process is essential so it is essential you apply it in your Personal Project written statement. You can approach family, friends and teachers for assistance with grammar, punctuation and spelling matters. However, while they can help you with editing, they can't **WRITE** the written statement for you. It must ultimately be your own work.

The same principle or idea applies if you are reporting your project in another format. If you are planning an oral presentation it is important to practise in front of an audience, whether that is your supervisor, friends or family. You can get feedback on drafts of your presentation before you make the final presentation.

Finally...

Remember you are not doing this in your own. Your supervisor and others will help you on your way and by choosing something **YOU** want to explore, with planning and effort, you will complete the project and by the end of it be more knowledgeable and skilled in your chosen area.