

MONTEREY HIGH SCHOOL

Home of the Toreadores



Monterey High School

IB-MYP

Personal Project Handbook

for Students and Advisors

2017-18



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Timeline and Deadlines

Date	Task
August 30, 20th17 Office Hours	Abstract due to coordinator.
September 1st, 2017	Supervisors assigned to students.
September 6th, 2017	Initial meeting with supervisors altogether - Office Hours
September 13th, 2017	Project Proposals due to coordinator
November 1st, 2017	Works Cited page due to supervisor
January 1st, 2018	Implementation of projects / Taking Action (Continue regular meetings with supervisor)
February 7th, 2018	Product / outcome due to coordinator
February 28th, 2018	Reflection and writing of reports
April 4th, 2018	Report due to supervisor
April 4-April 30, 2018	Calibration and Scoring - Teachers
Open House, April 19, 2018	Personal Project Exhibition

Overview and Aims

Introduction

The personal project is a significant body of work produced over an extended period. It is a product of your own initiative and should reflect your experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for you to produce a truly creative piece of work of your choice and to demonstrate the skills you have learned in approaches to learning.

The personal project is made up of:

- 1) a process journal,
- 2) an outcome or product, and
- 3) a report



It provides an opportunity for you to select a topic or theme about which you are enthusiastic, and to show commitment to the completion of your own project. It is designed to assess your ability to organize and create.

Aims:

As described in the pre-publication Guide for MYP Projects, the aims of MYP projects, including personal project are for the student to:

- “participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.”

(Pre-publication Guide for MYP Projects, 9)

What is a Personal Project?

Have you ever wanted to build a guitar? Do you have a secret passion to write a play? Now is your chance! The personal project is your project to do what you want to do, to show the skills you have developed over the years in your subjects and through approaches to learning, and to apply them to an area or topic on which you decide.

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

The personal project is your opportunity to take action. Students engage in inquiry which results in principled action because the student:

- Develops an area of personal interest beyond the subjects of the classroom
- Shares new understandings with their peers, teachers, and family
- Changes behavior in response to learning and
- Recognizes that a difference is made through individual choices and actions

(Pre-publication guide 21).

“Students must identify one of the global contexts for their MYP project, to establish the relevance of their inquiry (why it matters)” (Pre-publication Guide 22).



The personal project is an opportunity to develop a meaningful exploration of one of the global contexts:

- Identities and relationships
- Orientation in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The personal project is also your chance to show off your Approaches to Learning skills. You will use skills involving critical thinking, creative thinking, information literacy, organization, communication and reflection as you progress through the process. The project will be scored on your ability to demonstrate your ability to investigate, plan, take action, and reflect.

The project itself consists of three major components: a product, a process journal, and a personal statement (paper or other reporting method).

Objectives

Criteria A: Investigating	<ul style="list-style-type: none"> I. Define a clear goal and global context for the project, based on personal interests II. Identify prior learning and subject-specific knowledge relevant to the project III. Demonstrate research skills
Criteria B: Planning	<ul style="list-style-type: none"> I. Develop criteria for the product/outcome II. Plan and record the development process of the project III. Demonstrate self-management skills
Criteria C: Taking Action	<ul style="list-style-type: none"> I. Create a product/outcome in response to the goal, global context and criteria II. Demonstrate thinking skills III. Demonstrate communication and social skills
Criteria D: Reflecting	<ul style="list-style-type: none"> I. Evaluate the quality of the product/outcome against their criteria II. Reflect on how completing the project has extended



	<p>their knowledge and understanding of the topic and the global context</p> <p>III. Reflect on their development as IB learners through the project</p>
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Process Journal

You must document your project through all of its stages in your **process journal**. Projects are not complete until the process journal has been submitted.

This is a journal which you are required to use to record your progress as you work on the project. The process journal is a particularly useful tool because it helps in the organization of the personal statement.

Your supervisor will use parts of this journal to assess the progress of your personal project. You will turn in your process journal along with your product on **April, 4th, 2018**. It should be updated regularly during the development of the project, and should be used to record progress honestly, containing thoughts, ideas, decisions, feelings and reflections.

The process journal should not be redone as a “good copy” since it should reflect changes, doodles, notes in the margin, pictures, ideas, reminders, drawings, material samples, etc.

It need not be neat or well presented, but should be honestly filled in regularly to show you how your project is developing. You will use this in discussions with your supervisor to show the rate and direction of progress being made. Organize your process journal to include mind maps, charts, etc. Each time that you work on the personal project you should spend the last five or ten minutes writing up your journal. You should use it to reflect on what you have achieved, feelings of success or breakthroughs, any obstacles or problems encountered, how you might have overcome them and what you need to do next.

A typical journal entry might look like this:

6 July 2008

I went to the museum today and talked to the Director about Bronze Age settlements in Vietnam. She took me to the room with the Bronze Age exhibits and explained the significance of the Dong Son drums. She also lent me two books about Bronze Age cultures in south-east Asia. I then spent an hour sketching the two largest drums. This was a great



afternoon and I was really able to get renewed inspiration for my project work. Over the next week I need to read the books and take notes from them, before returning them to the museum. I also think it might be a good idea to write to the museum in Hoi An to see what Bronze Age exhibits they have.

The Process Journal is...	The Process Journal is not...
<ul style="list-style-type: none"> - “Begun at the start of the process and used throughout the process - A place for planning - A place for recording interactions with sources, for example, teachers, supervisors, external contributors - A place for storing useful information - quotes, pictures, ideas - A means of exploring ideas - A place for reflection on stages of the project - A place for evaluating work completed and a place for reflection on learning - Devised by the student in a format that suits their needs - Useful for the student when receiving formative feedback - Used by the student to produce the project report 	<ul style="list-style-type: none"> - Used 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 - A static document with only one format

Your process journal will be assessed using all four criteria. Evaluators will look for evidence in the process journal that shows:

- Personal goal setting and a plan of action
- Use of relevant materials
- Meeting with supervisor
- Productive use of meeting time
- A record of sources consulted
- Reflection of what you are learning and of your problem-solving

You may choose the format of your process journal. It may be as simple as a spiral



notebook with handwritten notes, a blog, or you could choose to create your process journal as a Word Document/Google Doc. Keep up with your process journal. Lost journals, corrupted files, etc. will only mean more work for you in the long run.

The PRODUCT / OUTCOME

There are a wide variety of choices you could consider, such as:

- an original work of art (visual, dramatic, performance, etc.)
- a written piece of work on a special topic (literary, social, psychological, anthropological, etc.)
- a piece of literary fiction (creative writing)
- an original science experiment or career investigation (FBI training)
- an invention or specially-designed object or system (computer game)
- the presentation of a developed business, management, or organizational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organization.

Your product must allow you to demonstrate your knowledge and understanding of your topic and to show off your investigation skills. You must work with your supervisor to determine an appropriate product and to decide what it is that you will present for your product. The product will be kept in the IB office so you will not have access to it until the entire project is complete. Therefore, plan with this in mind. For example, if you create an outfit and turn it in as your product, you will not be able to wear it after the product deadline. You may want to turn in drawings of the outfit, pictures of you wearing the outfit, and sample material all included in a sketchbook instead.

Pay particular attention to how to store electronic products. If possible submit your product on a USB drive or disk. Do not rely on software that you only have at home as evidence of your product. We must be able to access your electronic product at school. This especially becomes an issue with large video files. Have a way to provide us a copy of your product that does not depend on how much storage we have on computers in the IB office or whether or not we have access to Google Drive. You must plan for and solve these storage issues. Consult with your supervisor and the coordinator before the product is due!

You must determine how your project will be measured by creating specifications for your particular project's outcome or product. Work with your supervisor to create a bulleted list of criteria for a high-quality product or outcome. Document these criteria in



the process journal and use them to investigate and create action steps. Ultimately you will use the set of created specifications to measure your success.

For example, let's say you have a goal to create a personal fitness program to prepare for a half-marathon. Your product might be a training schedule that you could follow over several months. Appropriate specifications may look like this:

- Create a proposed running schedule with projected running times
- A prediction of the final running time achieved by the student
- Documentation of daily fitness charts, diary entries, and daily running times
- A series of photographs of the actual marathon

Working to make these measurable and realistic is your next step. How much detail will you include in your running schedule? How many diary entries should you include? How long will your entries be? How many photos will you include to document your progress? Determining your responses to these questions helps to make your project realistic and high quality. For example, you may initially decide that 300 photos will be good proof, but after consulting with your supervisor, you agree that 30 photos seems more manageable, gives a good indication of your progress, and will be achievable for your budget and time.

In most cases, you will need to do some preliminary research first in order to have a realistic idea of how to create your specifications. These must be set before you begin implementing your outcome.

The Report

Your report will be your means of presenting your personal project to others. You will use entries from your process journal to create this report. However, it is much more than just a listing of process journals entries. Your report must be in identified sections labeled: Investigating, Planning, Taking Action, and Reflecting. These sections follow the MYP objectives for the personal project and must include evidence for all the strands of the criteria in the rubrics.

You have a choice of formats for the reporting of your project:

Format	Length
Written	1,500-3,500 words



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

Whatever format you choose, you must still include all of the evidence included in all strands of the criteria contained on the rubrics. For the written report, you must submit a hard copy. The oral report must be recorded for scoring and possible submission to the IB for moderation. For all other formats, you must save your work to a USB drive, or a disc that will be kept in the IB office. The report does not replace the product or outcome and should be separate from the product.

In addition to the necessary information to address all strands of the assessment criteria, reports must include:

- A personal project cover sheet
- The completed academic honesty form
- Process journal extracts
- Any supporting visual aids used during the presentation (if applicable)
- Bibliography/sources

Without these, reports are incomplete and will not be accepted.

Investigating **Personal Project Introductory Questionnaire**

The personal project requires you to take charge of your learning by research &/or investigation which leads to the creation of a project of your choice. The following questionnaire is designed to help you work out what areas you might be interested in pursuing.

1. What do you enjoy doing in your spare time?
2. What are some of your hobbies or interests?
3. What are some of the things you do really well?
4. What would you like to be better at?
5. When it comes to writing, what types of writing do you most enjoy and why? What types of assignments do you least enjoy and why?
6. Think about your school and wider community. Is there any aspect of your community (or even your country or a specific part of the world) that really infuriates you or makes you question how things are done? Is there anything specific in your life which has made a great impact on you or your life? Could you do



anything to change or help this? Is there some way of linking this to a project for which you could do some investigation and then take action? This could be the beginning of your personal project journey.

Areas of Strength

Try to define your relative strengths and weaknesses and think of your areas of strength in the Multiple Intelligences. Mark on the scales below how you think you rate for each characteristic, with **1 being relatively poor and 5 relatively good:**

Multiple Intelligence Category	1	2	3	4	5
Written work (journaling, narrative, essays, letters)					
Mathematical (number smarts, prefer reasoning, like logic or math problems)					
Practical tasks (being realistic, keeping on task, thinking ahead, organizing materials & space)					
Artistic Expression (crafts, drawing, designing, creating)					
Physical tasks (working with hands, athletic/dance activities)					
Organization (being orderly, methodical, neat, systematic, efficient, logical)					
Dramatic Expression					
Oral Presentations & Public speaking					

Favorite subject _____

Project Goal

Once you have decided upon your topic and your focus you must write out the goal of your project and articulate the context of your project.



Create a strong clear sentence to express the goal of your project and choose a global context for your project. Fill in the chart below:

SMART Goal Specific, measurable, attainable, realistic, timely.	
Global Context (1 of 6)	<i>Please provide a detailed rationale of your reasons for your choice of global context:</i>
Materials Needed (what do you need to complete the project?)	
Pitfalls: what could go wrong? Try to identify them in advance to plan ahead.	

Conducting Research



You will you will need to start locating and selecting information related to your project. You will need to research for both your product and for your report. For students making a product, they will need to conduct research to provide background information and a context for their project. Locating and selecting materials will be two of the major tasks listed in your time plan. Once your list of sources is complete, start gathering the material. Remember that producing any type of project is not usually a neat process; it may be messy and involve changes in your plans, especially in the developmental stages.

When you have found a source of information and/or inspiration, you will have to decide how useful it is. The list of sources in your report should only include those you have actually used. Remember, people who are experts in their field can prove to be a wealth of information and an invaluable resource for you during this project. You can include interviews or questionnaires from these people as corroboration to your other research.

Reminder: keep the aim of your project in mind. This will help you to select what is useful and relevant.

Always write down the source of your material. This information will vary according to the type of source consulted. Visit Owl Purdue for further guidance:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Reminder: The failure to properly acknowledge sources of information is considered to be plagiarism and is a form of cheating. Students proven to have cheated in their work, risk not having it graded. If in any doubt about what to do, speak to your supervisor.

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

Good researchers keep meticulous records. You have several deadlines pertaining to research. First, you need to conduct some preliminary research once you have chosen your topic. Work with your supervisor to determine appropriate sources of information and then seek out those resources. WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE FOR SCHOLARLY RESEARCH.



Keep a running bibliography as you research on a Google Document. Write down all pertinent information including basic bibliographic information, page numbers, etc. You must show the bibliography to your supervisor. You will use these sources to document your research in the body of your personal statement.

Then, you can begin to organize your bibliography into MLA format. You may use The Purdue OWL website is updated to include this format. **Your bibliography of sources is due to your supervisor by November, 1st, 2017.** It is a vital part of your personal statement. You may change your bibliography after this date, but you must have it formatted to show to your supervisor by then. For detailed information on how to format your paper, complete parenthetical citation, and compile a bibliography, consult the Purdue OWL website at: <http://owl.english.purdue.edu/owl/owlprint/747/>

Planning

After determining your goal and conducting some preliminary research, you must next create a set of specifications that you will use to measure the success of your product or outcome. Your proposal must include your specifications. No projects will be approved with a list of specifications. Specifications relate to your particular project’s product and must be measurable. For example, if your goal is to raise awareness through social media about the plight of hostages in another country, then a specification might be to write 50 posts concerning the situation on your blog or to gain 100 followers.

Creating Specifications ~ My project will be successful if:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Use your specifications to plan your implementation. What needs to be done first? How long will each step take? Whose permission will you need? How can you get the steps for your project done before deadlines set by the school? What materials do you need and do you have access to them? Use a chart like the one on the next page to plan your action and to communicate your project to others as you implement it.

Continue to write in your process journal and to manage your time and resources as you plan your implementation. Consult with your supervisor so that your supervisor can help you think of things you may have missed. Once you have thought through your project, you will need to complete and submit the proposal sheet to your supervisor and the coordinator.

Taking Action

Once you have completed your proposal and submitted it, you are ready to take action and implement your project. Continue to write in your process journal as you follow through on your plan. Make note of how you make decisions, the information you use to inform your choices and how you improvised for your project. Document your action with photographs and other means of evidence that fit with your specifications and timeline. Keep in mind that you should continue to meet with your supervisor and that your product is due on November 6, 2014. Refer to the rubrics to make sure that you are completing everything that needs to be done. Your project will be measured by these four assessment criteria:

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

Assessment

The final assessment of your personal project report will be determined by a panel of calibrated teacher scorers who are directed by your supervisor. The panel will assess your report based on the four rubrics (criteria A-D) and the information contained in your process journal. The maximum amount of points for each rubric is 8 for a total of 32 possible points.

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

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



iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> 1. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility 2. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance 3. demonstrates limited research skills.
3-4	The student: <ol style="list-style-type: none"> 1. outlines a basic and appropriate goal and context for the project, based on personal interests 2. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project 3. demonstrates adequate research skills.
5-6	The student: <ol style="list-style-type: none"> 1. defines a clear and challenging goal and context for the project, based on personal interests 2. identifies prior learning and subject-specific knowledge generally relevant to the project 3. demonstrates substantial research skills.
7-8	The student: <ol style="list-style-type: none"> 1. defines a clear and highly challenging goal and context for the project, based on personal interests 2. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project 3. demonstrates excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

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



Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> 1. develops limited criteria for the product/outcome 2. presents a limited or partial plan and record of the development process of the project 3. demonstrates limited self-management skills.
3-4	The student: <ol style="list-style-type: none"> 1. develops adequate criteria for the product/outcome 2. presents an adequate plan and record of the development process of the project 3. demonstrates adequate self-management skills.
5-6	The student: <ol style="list-style-type: none"> 1. develops substantial and appropriate criteria for the product/outcome 2. presents a substantial plan and record of the development process of the project 3. demonstrates substantial self-management skills.
7-8	The student: <ol style="list-style-type: none"> 1. develops rigorous criteria for the product/outcome 2. presents a detailed and accurate plan and record of the development process of the project 3. demonstrates excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.



1-2	<p>The student:</p> <ol style="list-style-type: none"> 1. creates a limited product/outcome in response to the goal, global context and criteria 2. demonstrates limited thinking skills 3. demonstrates limited communication and social skills.
3-4	<p>The student:</p> <ol style="list-style-type: none"> 1. creates a basic product/outcome in response to the goal, global context and criteria 2. demonstrates adequate thinking skills 3. demonstrates adequate communication and social skills.
5-6	<p>The student:</p> <ol style="list-style-type: none"> 1. creates a substantial product/outcome in response to the goal, global context and criteria 2. demonstrates substantial thinking skills 3. demonstrates substantial communication and social skills.
7-8	<p>The student:</p> <ol style="list-style-type: none"> 1. creates an excellent product/outcome in response to the goal, global context and criteria 2. demonstrates excellent thinking skills 3. demonstrates excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.



1-2	<p>The student:</p> <ol style="list-style-type: none"> 1. presents a limited evaluation of the quality of the product/outcome against his or her criteria 2. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents limited reflection on his or her development as an IB learner through the project.
3-4	<p>The student:</p> <ol style="list-style-type: none"> 1. presents a basic evaluation of the quality of the product/outcome against his or her criteria 2. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents adequate reflection on his or her development as an IB learner through the project.
5-6	<p>The student</p> <ol style="list-style-type: none"> 1. presents a substantial evaluation of the quality of the product/outcome against his or her criteria 2. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents substantial reflection on his or her development as an IB learner through the project.
7-8	<p>The student:</p> <ol style="list-style-type: none"> 1. presents an excellent evaluation of the quality of the product/outcome against his or her criteria 2. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context 3. presents excellent reflection on his or her development as an IB learner through the project.

Reflecting

You will show what you have learned by creating your report. Formats can reflect your personality but must include information that addresses all strands of each assessment criteria. Use the rubrics on the following pages and the Writing the Report Guide in the appendix to organize your reflections.



Appendix

Name _____ Date _____

Phone _____ Email _____

Abstract

An abstract provides a broad overview of the type of project you are considering. You will use these ideas to do some preliminary investigation about potential topics for your project. Projects are not approved until you **submit your proposal by September 13th, 2017.** What broad topic(s) are you considering for your personal project?

Why is this topic of interest to you personally and to what global context do you connect it?

What product/outcome will you create?

What research do you need to conduct in order to create the product and to understand the context?

What experts in the community may be able to assist you?



Supervisor Contract

You will be assigned a supervisor to assist you with the completion of your project.

Student Name _____ Supervisor _____

Supervisors and students have separate responsibilities related to personal Project.

It is the STUDENT’s responsibility to:

- 1. Meet with your supervisor and maintain good contact.
- 2. Keep a detailed process journal.
- 3. Do his or her own thinking and take ownership of the project
- 4. Turn in assignments on time (abstract, proposal, product and report)
- 5. Make an appointment to rehearse your presentation

It is the SUPERVISOR’s responsibility to:

- 1. Meet with you and help you clarify your ideas
- 2. Offer strategies to help with research and community resources
- 3. Answer your email and be available for appointments
- 4. Contact your parents and the coordinator when you miss appointments and/or deadlines
- 5. Check to make sure that your work complies with IB’s requirements for academic honesty
- 6. Check to make sure that your report (whatever format) meets IB requirements and the requirements of the school

Your supervisor will NOT:

- Do your thinking (or project) for you!
- Take over your project.
- Be happy when you miss deadlines and/or appointments
- Accept less than your best efforts!

Student’s Signature

Supervisor’s Signature

Email _____

Email _____



Personal Project Proposal

Name: _____ Personal Project Supervisor: _____

Family phone: _____ Cell phone: _____

1. Project description

a) Provide a short, descriptive title for your project.

b) Briefly describe your proposed project.

c) What inspired you to choose this topic?

2. What is your main goal for this project?



5. Briefly describe the format of your Process Journal

6. Describe your final product.

7. Presentation

How will you present your product? (Written report, oral presentation, or multi-media presentation)

What resources do you have to report in this chosen format?

8. Additional comments:

Student's signature: _____ **Date:** _____

Parent's/Guardian's signature: _____ **Date:** _____

Supervisor's signature _____ **Date :** _____



Tips for Success

- The emphasis of the Personal Project is on the PROCESS you go through to complete your project
- You are graded on your ability to inquire, plan, implement, and reflect throughout this process
- Your product is important but the biggest part of your grade comes from the report
- Keeping a detailed process journal will make you successful. Record and document everything in your process journal. That will make your report much easier!
- Create a list of SPECIFICATIONS! If you don't create this, there is no way to be successful! Specifications must relate directly to your product/outcome. Make them measurable!
- Use your specifications to drive your action plan!
- Wikipedia is not great for scholarly research!
- Use the guide to writing the report to make sure you include all the necessary information, regardless of your chosen format.
- Score your report with the grading rubrics with your supervisor.
- Work ahead not late!
- Take pictures to document your progress and include them in an appendix
- Include a bibliography/works cited page. Do this early so you are not stuck trying to get it done at the last minute.
- Back up electronic copies of your files.
- Plan ahead!
- Keep a positive attitude!
- Meet with your supervisor even when you don't feel like it! Do it!
- Read your handbook!
- You can do this!