To be or to inspire: What Personal Project means for students as they move towards further education in the Diploma Programme.

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Why?

- The Extended Essay encourages students to "develop the skills of independent research that will be expected at university", by investigating "a topic of special interest that they have chosen themselves" (Extended Essay guide, page 2)

- Personal Project is a "student-centred, age-appropriate project that helps students construct their own conceptual understandings" (Personal Project guide, page 2)

Self-regulated Learning (SRL)

- "Active and constructive process that makes learners responsible for their own learning"

- Including: "goal setting, using effective strategies to organize learning, monitoring performance, self-awareness, motivation, and holding positive beliefs about capabilities" (Boom et al., page 533).

If students are SRL learners

- Have the ability to shape and adapt their own learning to suit their needs in terms of processing information and also due to changing circumstances (for example, time constraints etc.) Pintrich

Key aspects of SRL:

- Students' approach to learning
- Students' motivation to achieve academically
- Students' cognitive style Munro

PP and EE?

- It is within this framework that students have to complete both the Personal Project and the Extended Essay

Old guide   &   New guide

A Planning and development (max. 4)

- identify a clear and achievable goal

- describe and justify a focus on the chosen area(s) of interaction

- describe the steps followed to achieve the stated goal

- adhere to the stated goal throughout the project.

B Define the goal (max. 4)

- identify and explain a topic based on personal interest

- justify one focus area of interaction as a context for the project

- outline a clear, achievable, challenging goal

- create specifications that will be used to evaluate the project's outcome/product.

Comparisons

SAME:

- Clear achievable goal
- AoI (From Areas to one Area)

DIFFERENT:

- OLD
  - Steps taken should be described
- NEW
  - Design specifications should be included to assess the final outcome/product

EE guide

- **A: research question (max. 2) & B: introduction (max. 2)**

- **Objectives:**
  - 1. plan and pursue a research project with intellectual initiative and insight
  - 2. formulate a precise research question
  - 5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways

Comparisons

- SAME:
  - Goal (B)
  - Planning how goal will be achieved (O)
- DIFFERENT:
  - Context differs – for EE it's the subject for PP it's the AoI's (B)
  - No measurement of success for EE (N)

Old guide   &   New guide

- **B Collection of information/ resources (max. 4)**
- select and use adequate, varied resources
- identify and use relevant information critically
- acknowledge sources of information appropriately.

- **C Select sources (max. 4)**
- select varied, relevant sources to achieve the goal
- evaluate sources.

Comparisons

SAME:

- Varied and relevant sources

DIFFERENT:

- OLD
  - Acknowledge the sources of information
- NEW
  - Evaluate the sources

EE guide

- **C: investigation (max. 4)**
- **Objectives:**
  - 1. plan and pursue a research project with intellectual initiative and insight
  - 3. gather and interpret material from sources appropriate to the research question

Comparisons

- SAME:
  - Range of sources (B)
  - Goal is achieved/ research question is addressed (B)
- DIFFERENT:
  - No explicit descriptor given for sourcing (acknowledge and evaluating), although it is implied (B)
  - Amount of sources is not defined (B)

Old guide   &   New guide

C Choice and application of techniques (max. 4)

- choose techniques relevant to the project's goal

- justify this selection

- apply the chosen techniques consistently and effectively.

F Reflect on learning (max. 4)

- reflect on how completing the project has extended their knowledge and understanding of the topic and the focus area of interaction

- reflect on how they have developed as a learner by completing the project.

Comparisons

SAME:

- Closest match, but it is two very different criteria

DIFFERENT:

- OLD
  - Focus was on describing the techniques that was used and could be used
  - Word limit did not allow students to discuss this sufficiently
  - Justify why a technique was chosen
- NEW
  - On-going reflection about the development of the project
  - Reflection regarding personal growth (IBLP)

EE guide

- Criterion F: application of analytical and evaluative skills appropriate to the subject
- Criterion G: use of language appropriate to the subject

Comparisons

- SAME (O):
  - Techniques that needs to be used should be explained
  - Application of techniques should be consistent

- DIFFERENT:
  - No explicit descriptor given for reflection, either as personal growth or knowledge (N)
  - Data handling is important in EE (Sciences), but not in PP (B)
  - Language usage in not important in PP and much less formal than in EE (B)

Old guide   &   New guide

D Analysis of information (max. 4)

- analyse the information in terms of the goal and the focus of the project

- express personal thought

- support arguments with evidence

- respond thoughtfully to ideas and inspiration.

D Apply information (max. 4)

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Comparisons

SAME:

- Analyse/transfer information to achieve the goal

- Support arguments with evidence

DIFFERENT:

- OLD
  - Personal thought

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EE guide

- **D: knowledge and understanding of the topic studied (max. 4) & E: reasoned argument (max. 4)**
  - 1. plan and pursue a research project with intellectual initiative and insight
  - 3. gather and interpret material from sources appropriate to the research question
  - 4. structure a reasoned argument in response to the research question on the basis of the material gathered
  - 7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

Comparisons

- SAME:
  - Application of information (B)
  - Supporting arguments with information (B)
- DIFFERENT:
  - EE expects students to be systematic in approach
  - Personal thought is not included in EE (O)

Old guide   &   New guide

E Organization of the written work (max. 4)

- organize their work in a coherent manner according to the required structure

- present information clearly

- present references, bibliography and symbolic representations appropriately.

G Report the project (max. 4)

- organize the project report according to the required structure

- communicate clearly, coherently and concisely, within required limits

- acknowledge sources according to recognized conventions.

Comparisons

SAME:

- Organisation according to the required structure

- Acknowledging of sources

- Clear presentation of work

DIFFERENT:

- Use of language differs in descriptors

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EE guide

- **I: formal presentation**

- **Objective:**

  – 5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways

Comparisons

- SAME:
  - Organisation according to the required structure (B)
  - Acknowledging of sources (B)
  - Clear presentation of work (B)
- DIFFERENT:
  - No obvious differences

Old guide

F Analysis of the process and outcome (max. 4)

- identify the strengths and weaknesses of the project at different stages of development

- where appropriate, suggest ways in which the project could have been tackled differently

- assess the achieved results in terms of the initial goal and the focus on the chosen area(s) of interaction

- show awareness of the overall perspectives related to the chosen topic or piece of work.

New guide

E Achieve the goal (max. 4)

- evaluate the outcome/product against their own specifications for success.

- Students award a level that relates to the descriptors in criterion E in collaboration with their supervisor.

Comparisons

SAME:

- Achievement of the outcome

DIFFERENT:

- OLD
  - "Big criteria"
  - Development at different stages (now in new crit. F)
  - Continuous reflection at different stages
- NEW
  - Design specification exist that the project is assessed against
  - Students is actively part of this process

EE guide

- **H: conclusion; J: abstract** & **K: holistic judgment**

- **Objectives:**

  - 1. plan and pursue a research project with intellectual initiative and insight

  - 4. structure a reasoned argument in response to the research question on the basis of the material gathered

  - 5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways

Comparisons

- SAME:
  - Evidence is expected as an outcome for both PP and EE
- DIFFERENT:
  - Focus is on the outcome of the written essay (EE) and how the outcome and evidence lends itself to it (O)
  - For the PP the outcome is centred around the product
  - Students are not involved in allocating an aspect of their grade (N)
  - Abstract & new PP
  - Depth of knowledge and understanding is explicit in EE

Old guide   &   New guide

G Personal engagement (max. 4)

- meet deadlines

- follow agreed procedures and work plans

- make appropriate use of a process journal

- show initiative, enthusiasm and commitment to the task.

A Use the process journal (max. 4)

- demonstrate organizational skills through time and self-management

- communicate and collaborate with the supervisor

- demonstrate information literacy, thinking and reflection.

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Comparisons

SAME:

- Organisational skills (meet deadlines)

- Use a process journal as a tool for recording information

DIFFERENT:

- OLD
  - Meet deadlines

- NEW
  - Organisational skills is extended to include more than meeting deadlines
  - Bigger focus on reflection, information literacy and thinking
  - Collaboration and communication with supervisor

Descriptors that doesn't match

- PP – Old G & new A, no corresponding EE (reflection & journal)

- No reference to personal engagement

The study

- ACS Egham International School
- n = 69
- Non-selective
- Reliability
- Environment
- MSLQ – Pintrich et al.

Definitions

- MODE = most frequent value

- MEAN = average of values

- RANGE = possible values

- STANDARD DEVIATION
  - Quantity calculated to indicate the extent of deviation for a group as a whole
  - The more spread apart the data = the higher the deviation.

Value component: Intrinsic Goal Orientation

- Perception of <u>why</u> participating in a task
- <u>Degree</u> of involvement for reasons such as:
  - Challenge
  - Curiosity
  - Mastery
- End all to itself, rather than a means to an end

Questions Asked:

- I prefer independent work (Personal Project/ Extended Essay) that is challenging so I can learn new things

- Mode = 5

- Mean = 4.661538462

- Standard Deviation = 1.384273462

Questions Asked:

- It is important for me to learn from my Personal Project/Extended Essay

- Mode = 5.5

- Mean = 5.014925373

- Standard Deviation = 1.540425773

Questions Asked:

- I often choose paper topics I will learn something from even if they require more work.

- Mode = 4

- Mean = 4.208955224

- Standard Deviation = 1.511521063

Questions Asked:

- I think that what I learned in Personal Project was interesting

- Mode = 4

- Mean = 4.435483871

- Standard Deviation = 2.114626237

Questions Asked:

- I think that what I'm learning in Extended Essay is interesting
- Mode = 7
- Mean = 5.8
- Standard Deviation = 1.545500381

Questions Asked:

- I know that I will be able to learn from my Extended Essay

- Mode = 5

- Mean = 5.423728814

- Standard Deviation = 1.317462762

Questions Asked:

- Understanding what I need/needed to do with my Personal Project/Extended Essay is important to me

- Mode = 7

- Mean = 5.328358209

- Standard Deviation = 1.449529617

Value component: Extrinsic Goal Orientation

- <u>Degree</u> of involvement for reasons such as:
  - Grades
  - Rewards
  - Performance
- High in extrinsic goal orientation, learning is a means to an end
- Main concern of the student is in issues that are not directly related to task itself

Questions Asked:

- Compared with other students in my grade I have done well in my Personal Project

- Mode = 6

- Mean = 4.564516129

- Standard Deviation = 1.863234854

Questions Asked:

- I received a good grade in my Personal Project
- Mode = 5
- Mean = 4.612903226
- Standard Deviation = 1.790249926

Questions Asked:

- Compared with other students in my grade I think I knew a great deal about the Personal Project

- Mode = 3

- Mean = 3.790322581

- Standard Deviation = 1.695697561

Questions Asked:

- Compared with other students in my grade I expect to do well in my Extended Essay

- Mode = 5

- Mean = 5.126984127

- Standard Deviation = 1.133782313

Questions Asked:

- Compared with other students in my grade I think I know a great deal about the Extended Essay

- Mode = 5

- Mean = 4.0222222

- Standard Deviation = 1.794917378

Questions Asked:

- I work hard to get a good grade even when I don't like a class
- Mode = 6
- Mean = 5.352941176
- Standard Deviation = 1.432446548

Value component: Task Value

- Student's evaluation of task in terms of:
  - How interesting
  - How important
  - How useful
- High task value = more involvement learning

Questions Asked:

- I liked what I learned while doing my Personal Project
- Mode = 6
- Mean = 4.64516129
- Standard Deviation = 2.07206282

Questions Asked:

- I liked what I am learning in my Extended Essay
- Mode = 7
- Mean = 5.794117647
- Standard Deviation = 1.255093429

Questions Asked:

- I have been able to use what I've learned in my Personal Project (skills, etc.) in other classes

- Mode = 4

- Mean = 3.129032258

- Standard Deviation = 2.043746331

Questions Asked:

- I have been able to use what I've learned in my Personal Project to help me with my Extended Essay

- Mode = 0

- Mean = 2.96875

- Standard Deviation = 2.172043609

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Expectancy component: Self-efficacy for learning and performance

- Expectancy for success relates to task performance

- Self-efficacy includes judgments about your own ability to accomplish a task & confidence in your skills to perform that task

Questions Asked:

- I have done well in my Personal Project
- Mode = 6
- Mean = 4.822580645
- Standard Deviation = 1.800754264

Questions Asked:

- I expect to do very well in my Extended Essay
- Mode = 6
- Mean = 5.253968254
- Standard Deviation = 1.296738937

Questions Asked:

- I think I will receive a good grade in my Extended Essay
- Mode = 5
- Mean = 4.949152542
- Standard Deviation = 1.307393951

Questions Asked:

- It is hard for me to decide what the main ideas are when I'm doing research

- Mode = 4

- Mean = 3.867647059

- Standard Deviation = 1.885739142

Questions Asked:

- Even when study materials are dull and uninteresting, I keep working until I finish

- Mode = 4

- Mean = 4.23880597

- Standard Deviation = 1.69361886

Expectancy component: Control of learning beliefs

- Students' belief that efforts will result in positive outcomes

- Belief that outcomes are dependent on own effort

- Students higher = higher probability to study more strategically and effectively

Questions Asked:

- Compared with others students in my grade, I think I'm a good student

- Mode = 5

- Mean = 5.308823529

- Standard Deviation = 1.140914918

Questions Asked:

- I had an uneasy, upset feeling when I thought about Personal Project while doing it

- Mode = 2

- Mean = 3.64516129

- Standard Deviation = 1.935215035

Questions Asked:

- I have an uneasy, upset feeling when I think about Extended Essay

- Mode = 7

- Mean = 4.163934426

- Standard Deviation = 2.181744887

Questions Asked:

- My study skills are excellent compared with others in my grade
- Mode = 4
- Mean = 3.850746269
- Standard Deviation = 1.363202237

Questions Asked:

- I worried a great deal about my Personal Project while I was doing it

- Mode = 4

- Mean = 3.850746269

- Standard Deviation = 1.363202237

Questions Asked:

- I worry (will worry) a great deal about my Extended Essay

- Mode = 6

- Mean = 5.046875

- Standard Deviation = 1.699537506

Questions Asked:

- While I'm doing my Personal Project/Extended Essay I think about how poorly I am doing (am going to do) – REVERSED

- Mode = 2,6

- Mean = 3.161764706

- Standard Deviation = 2.111664343

Resource management strategies: Help seeking

- Students have to learn to manage support of others

- Peers and instructors

- Good students = know when they don't know and are able to identify someone that can assist

- Peer help, peer tutoring and individual teacher assistance facilitate student achievement

Questions Asked:

- When I work (worked) on my Personal Project/Extended Essay, I try to remember what my supervisor said so I can complete my Personal Project/Extended Essay so that it contains the correct information.

- Mode = 5

- Mean = 4.86440678

- Standard Deviation = 1.346151163

Cognitive and Metacognitive strategies: Elaboration

- Helps store information into long-term memory – building internal connections between items learned

- Strategies:
  - Paraphrasing; Summarizing; Creating analogies; Generative note-taking

- Help integrate and connect new info with prior knowledge

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Questions Asked:

- When I study I put important ideas into my own words

- Mode = 5

- Mean = 4.808823529

- Standard Deviation = 1.447689365

Cognitive and Metacognitive strategies: Metacognitive Self-Regulation

- Metacognition: Awareness, knowledge and control of cognition

- Processes that make up metacognitive self-regulatory activities:

  - Planning

  - Monitoring

  - Regulating

Cognitive and Metacognitive strategies: Elaboration

- Help students store information into LT memory by building internal connections between items learned

- Help students integrate and connect information with prior knowledge

- Include:
  - Paraphrasing, Summarizing, Creating analogies
  - Generative note-taking

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Questions Asked:

- I ask myself questions to make sure I know I'm doing the correct thing in my Personal Project/Extended Essay

- Mode = 5

- Mean = 4.388059701

- Standard Deviation = 1.611110898

Questions Asked:

- I always try to understand what my guide (Personal Project/Extended Essay) is saying even if it doesn't make sense

- Mode = 6

- Mean = 5.176470588

- Standard Deviation = 1.382040015

Questions Asked:

- I use what I have learned from old homework assignments and the textbook to do new assignments

- Mode = 6

- Mean = 5.205882353

- Standard Deviation = 1.388596663

Questions Asked:

- I find that when the teacher is talking I think of other things and don't really listen to what is being said

- Mode = 5

- Mean = 3.75

- Standard Deviation = 1.912612934

Questions Asked:

- When I am studying a topic, I try to make everything fit together

- Mode = 5

- Mean = 4.985074627

- Standard Deviation = 1.310036314

Questions Asked:

- When I'm reading I stop once in a while and go over what I have read
- Mode = 5
- Mean = 4.441176471
- Standard Deviation = 1.709681368

Questions Asked:

- When reading I try to connect the things I am reading about with what I already know

- Mode = 5

- Mean = 5.117647059

- Standard Deviation = 1.490454054

Resource management strategies: Effort Regulation

- Students' ability to control their effort and attention in face of distractions and uninteresting tasks

- Self-management and reflects commitment to completing study goals – even if there are difficulties and distractions

- Important for academic success, signifies goal commitment and regulate continued use of learning strategies

Questions Asked:

- When work is hard I either give up or study only the easy parts
- Mode = 2
- Mean = 2.772727273
- Standard Deviation = 1.96017512

Questions Asked:

- I work on practice exercises and answer end of chapter questions even when I don't have to.

- Mode = 4.5

- Mean = 3.567164179

- Standard Deviation = 2.124651898

Cognitive and Metacognitive strategies: Organization

- Select appropriate information and construct connections among information learned

- Examples:
  - Clustering
  - Outlining
  - Selecting main ideas

- Active, effortful endeavor and results in learner being closely involved in task = should result in better performance

Questions Asked:

- When studying, I copy my notes over to help me remember material

- Mode = 2,7

- Mean = 3.632352941

- Standard Deviation = 2.412616421

Questions Asked:

- When I read materials for this class, I say the words over and over to myself to help me remember

- Mode = 3

- Mean = 4.235294118

- Standard Deviation = 1.978692728

Questions Asked:

- I outline the chapters in my book to help me study

- Mode = 5

- Mean = 3.882352941

- Standard Deviation = 2.131896503

Resource management strategies: Time and Study Environment

- Students must be able to manage & regulate their time and study environments

- Time management:
  - Scheduling; Planning; Managing one's study time; Effective use of study time & setting realistic goals

- Study environment:
  - Where student does the work
  - Ideally: organised, quiet and free of visual and auditory distractions

Questions Asked:

- When I study for a test I practice saying the important facts over and over to myself

- Mode = 7

- Mean = 4.701492537

- Standard Deviation = 2.037081065

Questions Asked:

- Before I begin studying I think about the things I will need to do to learn

- Mode = 6

- Mean = 4.661764706

- Standard Deviation = 1.659290193

Cognitive and Metacognitive strategies: Critical Thinking

- Degree to which students report applying previous knowledge to new situations to:
  - Solve problems
  - Reach decisions
  - Make critical evaluations with respect to standards of excellence

Questions Asked:

- I often find that I have been reading for class but don't know what it is all about

- Mode = 2

- Mean = 3.529411765

- Standard Deviation = 1.842876494

Our success stories:

- Shakespeare - Abigail
- Neuro-feedback and ADHD - Wilson
- Physics of long jump – Maria
- Cycle to France - Adam

Self-Crafted Cricket Bat A Hit During Cricket World Cup

4 March 2011

A student from ACS Egham International School has crafted his own cricket bat as part of a project that aims to explore the science and craftsmanship behind a good bat. Trigun Soni, 15, has hopes of a career in professional cricket and has spent eight weeks making and perfecting a bat built from willow.

The project was part of the International Baccalaureate Middle Years Programme (IBMYP) personal project, for which students are tasked to create something personal that challenges them and requires their initiative. Trigun's project was on display at ACS Egham on Wednesday 23rd February during the exhibition that marked the end of the assignment for him and his 46 classmates.

Trigun developed the bat based on his personal physique and cricket style. To finish the project, the bat was put through its paces and tested at hitting balls, with the same tests being carried out on a factory-produced bat.

Trigun said: "My interest in cricket inspired me to do this project and I always wanted a bat built according to my own requirements. Overall it was a successful project but even though my bat is good, the mass manufactured one is very well made and very light to play with."

Self-Crafted Cricket Bat A Hit During Cricket World Cup
Trigun is pictured with his self-made cricket bat

Trigun, who is British Indian, is a proud supporter of India and has been enjoying the recent dramatic clash between England and India in the ICC Cricket World Cup.

"I thought India were going to win with their huge score of 338. But with the partnership of Andrew Strauss and Ian Bell for England it was quite worrying at times and I thought England might clinch it. Then it ends in a draw! It was a fascinating match."