Reflecting

This section of the report must be written after you’ve completed your project. It should be written in past tense, and it should focus on three major areas:

- Evaluation of the quality of the product against your criteria,
- Reflection on how completing the project has extended your knowledge and understanding of the topic and global context,
- Reflection on your development as an IB learner.

Evaluation of the Quality of Product

This section of your report should be between 250 and 400 words. When writing this section, you must be careful to consider not only the quality of your outcome/product, but also how closely it met your specifications. You should also explain how you and your Personal Project Supervisor decided on your mark on this section.

One way to write this section is to:

- Restate your goal to remind the reader,
- Examine your specifications and evaluate if your goal met them;
- Write a couple sentences about your meeting with your Supervisor to discuss your final product and specifications.

Look carefully at your specifications before you begin writing this part. The MYP Personal project guide states that an 8 requires “the outcome/product is of high quality and meets most or all of the specifications.” As with other sections of your report, be honest. Don’t say that your outcome/product was of high quality if it wasn’t. On the other hand, don’t say that it didn’t meet any of the specifications if it did. Remember that you are evaluating your outcome/product in relation to your specifications. You could have an excellent product, but if it doesn’t meet any of your specifications, you need to write about that.

Possible sentence starters:

- “My original goal was....”
- “I changed my original specifications because...”
- “I didn’t need to change my original specifications because...”
- “My outcome/product met (few, some of, many, most, all) of the specifications. For example, “insert one of your specifications here”...
- “I think that my outcome/product was of (high, satisfactory, limited, very limited) quality. This is because...”
- “When my supervisor and I met, we decided to give this section a (1, 2, 3, 4) because...”

Reflecting on Learning

This section of your report should be approximately 600-800 words, and it should be written in first person “I” and in past tense. Remember that you are reflecting—looking back—on your learning process. Be sure to consider all of the areas that may have been affected by this process – intellectual, emotional, social, spiritual. Also be honest. It’s okay to admit that you made mistakes along the way. In fact, the reader expects this. It’s all part of the learning process. Admit your mistakes and show how you overcame them. If you were frustrated or excited about something that happened, then tell the reader “I was frustrated when...” or “I was excited when...”
A well-developed reflection will demonstrate excellent knowledge and understanding of learning supported with evidence from the process journal. The key words in the last sentence are “knowledge” and “understanding.” To write this section successfully, it’s important to know the difference between these two words.

- **Knowledge** means information, facts, ideas, truths, or principles that you learned while researching and completing the project—most of which likely came during the selection of sources.
- **Understanding** means the ability to grasp meaning, to perceive and explain the meaning or the nature of something. Understanding is usually what happens as you apply something—the actual hands on experience.

Below is an outline of the different parts for “Reflecting on Learning.” Remember that you cannot write about everything. You must, however, write with detail and with reference to your process journal. To accomplish this, you will need to focus on 2-3 key moments for each item in the outline that demonstrates your learning. It is recommended that you write about each item in the outline one at a time. You can start by making two lists for each item—one list for knowledge and one for understanding. Once you’ve completed your lists for an item, group them together into strengths and weaknesses or select 2-3 that stand out. You can begin writing about them using the SEEC structure.

1. **Topic**
   - Extended knowledge and understanding (what ideas, facts and information you gained)

2. **Global Context**
   - Extended knowledge and understanding of your selected global context in relation to your goal

3. **Evaluation of Self-Management Skills**
   - Extended knowledge and personal understanding of self-management skills

4. **Reflection on how you think you developed as a learner overall with specific reference to some of the IB Learner Profile traits**
**Tips and Sentences Starters**

**Topic & Global Context**
- What new knowledge (ideas, facts and information) did you learn about your topic? How might you apply this to future research projects?
- What new understandings did you develop about your topic? How might you use this in your future learning?
- What new knowledge (ideas, facts and information) did you learn about your global context? How might you apply this to future research projects?
- What new understandings did you develop about your global context? How might you use this in your future learning?

**Reflection on Self-Management**
In this part, you will need to evaluate your self-management skills by discussing the process of trying to follow your plan. Be sure to evaluate your overall plan, your use of management tools and the recording process. As you discuss these items, make sure you reference specific entries in your process journal. Do not include the journal entries in here; instead, include them in an appendix. Every entry you reference should be included in an appendix section titled “Process Journal Extracts.” Make sure you label each extract—for example, “(see extract six in Appendix B Process Journal Extracts).” You do not need to discuss every problem you experienced when completing the project. Instead, you should focus on the major challenges. Consider the following questions to help evaluate your self-management skills:
- What worked? Why?
- What didn’t work? Why?
- What did you do to adjust your plan when it didn’t work or when you met some unexpected obstacles?
- Did you share time management strategies with your peers and/or assist them? Did someone share with you?

Sentence starter:
- “In completing my project, I encountered three major obstacles in managing my time. The first obstacles was...”

**Reflection on how you think you developed as a learner overall.**
The key here is to think about what you gained from this experience and what you would do differently if you had to do it again. Be sure to explain your thoughts with details. Here are some questions to consider as you write this part:
- What did you learn about how you learn?
- What did you learn about how to research? Selecting the right sources, approaching someone for an interview, conducting an interview, taking useful notes. Did you make mistakes in your research—things that you would do differently if you had to do it again?
- Did you make good use of your process journal? In what ways did it help you—or hold you back?
- What did you learn about time management?
- Setting realistic goals?
- Picking a manageable topic and product?
- What did you learn about yourself emotionally?
• Did you need support and ask for it? Did you visit your supervisor when you needed? Did you use other resources like the librarian and writing center? If not, would you next time? Why?
• Did you meet your goal? What might you change if you had to do it over?
• How might you use what you learned here in the DP next year? In college?
• Did this process inspire you in any way?

What can you include in your Appendices for Criterion D: Reflecting?**

<table>
<thead>
<tr>
<th>Criterion strand</th>
<th>Evidence</th>
<th>Some example entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of product/outcome (i)</td>
<td>Performance against criteria for success</td>
<td>Sketches; images, interviews; rubrics and notes/justifications; scoring sheets; performance data; audience reviews</td>
</tr>
</tbody>
</table>

** Required evidence of the product/outcome is not included in the ten-page limit for process journal extracts included in the appendix.