Process Journal Supervisor Support Material

Contents of the Process Journal

The process journal should be maintained throughout the project using Managebac and/or a developmental workbook (for visual items) and include the following:

a) **Research notes** – loaded into Managebac in Word or PDF documents or directly as written text.

b) **Ongoing reflections** on the students progress according to your initial goal/s, and the design cycle

c) **Regular evaluation of the students goals** and the relative success of their creative process

d) **Ideas** that emerge at different stages of the creative process

e) **Diagrams, pictures, photos, sketches** etc. produced at each stage of the process.

*The process journal is assessed in ALL CRITERIA so students will need to use it well because it also helps them write the project report.*

Students should use **headings to identify the record of progress through each stage**. E.g. some entries will be titled *investigating, planning, creating or evaluating*. Alternatively, the students may use the words *defining, locating* etc. Some entries may fall into more than one category and therefore they will require more than one heading.

Include all thoughts but don’t just write pages to fill space – **reflect on goals, decisions, methods and results, both good and bad**.

*All information on the process of completing the project must be recorded in the process journal or it will not be assessed!*

The Managebac process journal will guide the student as they compile the project and write the project report. A process journal that contains little information will make the writing of the project report very difficult and receive a very low overall Personal Project grade.

*It is suggested that students take notes during all supervisor meetings so they can easily transfer the information to the Managebac Process Journal*

If the product requires sketches or scrapbook cutout entries, you can use both Managebac for the written reflection and a regular sketch or art pad (developmental workbook) for the rest. These can make up your process journal.
Reflection on the development of Approaches to Learning

The process

Thinking - Critical thinking skills - Creative thinking skills - Transfer skills
Self-management - Organization skills - Affective skills - Reflection skills
Research - Information literacy skills - Media literacy skills
Social - Collaboration skills
Communication - Communication skills

Assessing the Process Journal

The process journal is assessed using all four criteria as it is used for all stages of the project (Planning, Investigating, Taking Action and Reflecting) The objectives align and overlap with a range of ATL Skills (Projects Guide, p.23).

For the assessment purposes you will carefully select evidence – a maximum of 10 individual extracts - from your process journal to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. You are the one who takes responsibility for making the appropriate extracts available to the supervisor.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts Pre-publication
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artefacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screen-shots of a blog or website
- self and peer assessment feedback

An individual extract may include any of the formats that you used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

Criterion A: Investigating

The student must clearly define the goal and the Global Context before they start detailed research and work. The goal might be written as a statement or a question. If the goal changes, the student needs to explain clearly why in the process journal and in the report.

Student Questions:
What research skills will I need to accomplish my investigation stage?
If your goal changes, you need to explain clearly why in your process
The process journal should show that the student is able to:

iii demonstrate research skills by
- Finding, interpreting, judging and creating information
- Interacting with media to use and create ideas and information
- Using skills and knowledge in multiple contexts

CRITERION B: Planning
The student needs to plan and record the development of their work and process of their project. They need to demonstrate self-management skills. They must develop an action plan with a clear and specific timeline for the project.

Student Questions:
What must I do, when, and how to accomplish my goal?
What skills must I use to manage my time, organize myself and my work, and keep track of my process?
How will I record what I do for the project?

The process journal should show that the student is able to:

ii plan and record the development process of the project by
- Working effectively with others
- Managing time and tasks effectively
- (Re)considering the process of learning; choosing and using ATL skills

iii demonstrate self-management skills by
- Working effectively with others
- Managing time and tasks effectively
- (Re)considering the process of learning; choosing and using ATL skills

CRITERION C: Taking action
The student will need to demonstrate thinking skills, communication skills, and social skills in the creation of their goal.

Student Questions:
What skills do I need to accomplish the specific tasks in my timeline?

The process journal should show that the student is able to:

ii demonstrate thinking skills by
- Analyzing and evaluating issues and ideas
- Generating novel ideas and considering new perspectives
- Using skills and knowledge in multiple contexts

iii demonstrate communication and social skills by
- Exchanging thoughts, messages and information effectively through interaction
- Reading, writing and using language to gather and communicate information
- Working effectively with others

CRITERION D: Reflecting
The student will reflect on their development as an IB learner throughout the completion of the project.

*Student Questions:*

How has the process of the personal project helped me develop as an IB learner?

*The process journal should show that the student is able to:*

iii reflect on their development as IB learners through the project by

(Re)considering the process of learning; choosing and using ATL skills