IB Career Programme
The Reflective Project: An Overview for Supervisors

Just as the MYP has the Personal Project and the DP has the Extended Essay, a key component of the CP is the Reflective Project. As with the other projects, the Reflective Project allows students to produce an extended piece of work, engage in personal inquiry, action and reflection, develop research and communication skills, and develop the skills of critical and creative thinking.

Although the Reflective Project is produced over the two-year course of the CP, intensive work on the Reflective Project begins near the end of the first year of the CP, after students have been exposed to the study of ethics and have engaged with members of their career field. At this point, students are able to identify an issue within their career field, articulate the ethical dilemma, conduct a literature review, and over the summer, interview members of the community who can shed further light on the topic and its effect on the community. During students’ second year of the CP, students write their first and final drafts of their Reflective Project.

What are the responsibilities of Reflective Project Supervisors?

Supervisors are required to:

• read recent Reflective Project assessment reports
• discuss the choice of topic with the student
• provide the student with advice and guidance in the skills of undertaking research, including:
  • access to appropriate resources (such as people, a library, a computer)
  • techniques of information/evidence/data-gathering and analysis
  • documenting sources
• encourage and support students throughout the research and creation of the project, spending between 3 to 5 hours with the student
• read and comment on the first draft only of the project (but does not edit the drafts)
• monitor student progress to offer guidance
• ensure the work is the student’s own
• read the final version to confirm its authenticity

How is the Reflective Project assessed or graded?

• The Reflective Project is graded on 10 criteria (see the document titled “Assessment criteria”), with each criteria worth a maximum of 3 marks. There is a total of 30 marks possible.
• Grades are determined by the number of marks earned (26-30 = A, 21-25 = B, 16-20 = C, 10-15 = D, 0-9 = E).
• Assessment is completed by the supervisors.
• Samples of student projects are sent to an IB nominated moderator outside of the school to confirm marking.
• The IB will award a grade based on the mark.
• Any student awarded a grade of E for the reflective project will not be awarded the CP Diploma.
• If the student chose a format that consists of multiple mediums (ex: a play with a written report), the assessment criteria applies to the overall project.

What are the formatting options for the Reflective Project?

<table>
<thead>
<tr>
<th>Format</th>
<th>Maximum length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay/dialogue/short play</td>
<td>3,000 words</td>
</tr>
<tr>
<td>Short film</td>
<td>10 minutes in length accompanied by a 750-word written report</td>
</tr>
<tr>
<td>Radio play/interview</td>
<td>10 minutes in length accompanied by a 1,500-word written report</td>
</tr>
<tr>
<td>Web page</td>
<td>5 single images accompanied by 2,500 words of written material</td>
</tr>
<tr>
<td>Microsoft PowerPoint® presentation</td>
<td>10 single slides accompanied by a 1,500-word written report</td>
</tr>
<tr>
<td>Storyboard/photographic presentation</td>
<td>15 single images accompanied by a 1,500-word written report</td>
</tr>
</tbody>
</table>

More specific information on formatting can be found in the Reflective Project Student Guide, on pages 8 - 10.

What is the overall process for the completion of the Reflective Project, and where should I expect my student to be when I first meet with him/her?

By the time you meet with your student for the first time, he or she will have completed the following tasks:
• Studied the subject of ethics and utilized a framework for analyzing ethical dilemmas;
• Studied the Reflective Project’s assessment criteria;
• Read a sample of a graded Reflective Project, along with the moderator’s comments;
• Chosen an issue with an ethical dimension within their career path of interest to them;
• Conducted brief background research on the issue to better understand the ethical dimension of the issue;
• Framed their question that will be the focus of their project;
• Identified potential moral theories of use in their analysis of their dilemma; and
• Explained their initial, personal view on the issue.

First Meeting - Early Spring of Students’ Junior Year
By the time you meet with your student, you will have received and assessed your student’s initial plan, in which he or she has articulated the issue and ethical dilemma on which he/she will be focusing, the community groups he/she will be studying, and the initial sources he/she has used to guide this initial research. You will then discuss their plan, and your assessment of it, with your student.

In so doing, you will guide the student on the following: refining the scope of his/her question, providing further context for his/her issue, and selecting appropriate resources to conduct further, secondary research.

Following this meeting, students will begin engaging in the process of researching and writing their literature review. This research will serve as the foundation of their Reflective Project, allowing students to develop an understanding of the issue in context, the effect of the dilemma on a variety of groups of people, and a balanced understanding of their dilemma within their career. It should also guide them to appropriate individuals and organizations within their career pathway with whom they should reach out to in order to conduct primary research on their dilemma over the summer.

Second Meeting - Late Spring of Students’ Junior Year
By the time you have your second meeting, you will have received and assessed your student’s Literature Review. During this second meeting, you will review students’ Literature Review against just over half of the Reflective Project criteria. Students should have a wide range of sources to support their inquiry and evaluation -- without this foundation, students’ overall Reflective Projects will suffer. So, supervisors should review the Literature Reviews with an eye towards the final product -- the Reflective Project -- and advise their students on refining their research to enhance the likelihood of finding the best sources. Supervisors are also encouraged to advise students on potential organizations/individuals with whom students can discuss their issue through an interview over the course of the summer.

Over the summer, students are expected to engage in at least one interview but ideally two, of individuals who are affected by their dilemma. The results of these interview will be included as primary research within the Reflective Project.

Third Meeting - December/January of Students’ Senior Year
By the time you have your third meeting, students will have completed their first draft of their Reflective Project. Supervisors will advise students on best ways to modify their first draft to ensure that students are successful on their final draft.
Fourth Meeting - March of Students’ Senior Year
At this fourth and final meeting, students and advisors will discuss final reflections and takeaways from the Reflective Project.