COVID-19 Brochure

2020-2021 Personal Project

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Table of Contents

A. Investigating

i) Goal

My goal is to learn about the COVID-19 and create a brochure for people who between the age of 8 and 18. The purpose for me to create this brochure is to educate them about the COVID-19, and to transmit the thought that it is important for everyone to realize that global health issues should be a concern for everyone. In addition, In order to let more people see this brochure, I will make a video to help present and publish it on 'bilibili.com', which contains a large number of users and is one of the most popular video websites in China.

This goal is very challenging because learning COVID-19 requires me to master a lot of medical knowledge. I need to practice and utilize my information literacy skills and media literacy skills, which require me to select resources deliberately, evaluate and select information sources based on their appropriateness, create references… However, I am lack of those experiences.

ii) Personal Interest

I get inspirations from people around me, especially my mother. My mother is an infectious disease expert. She went to Wuhan to treat the patients at the beginning of the outbreak in February this year. She realized that many people had little knowledge about coronavirus because there were so many rumors and false information at that time. Even now, some people still have misunderstandings. For example, in his National Day speech on July 6, 2020, the former President of the United States said that "99% of the infected cases in the United States are completely harmless" and "the terrible plague from China". These rumors are very misleading. Therefore, I want to make a brochure to let people objectively learn about COVID-19.

iii) Global Context

My global content is scientific and technical innovation, which is focused on natural world and its laws; the interaction between human and natural laws. Novel coronavirus is a new

virus naturally produced by virus mutation, I will go to study it deeply and present and publicize my research results in the form of videos and brochures.

iv) Prior Learning and Subject-Specific Knowledge

Because of my personal interests in learning about novel coronavirus, I endeavored to earn the opportunity to work as an intern in Shulan Health Group, a comprehensive research - oriented medical group. (See Appendix 1) I participated in organizing an exhibition about the high-tech treatment methods of COVID-19, which was held in Hangzhou Low Carbon Technology Museum in August. I worked with different teams of medical experts to gather information about their proposed treatments, and learned a lot in the process of integrating information. In particular, I had in-depth understandings of the clinical therapy of "Four Resistance and Two Balance" and artificial liver therapy proposed by Academician Li Lanjuan. She explained the meaning of Four Resistance and Two Balance" in an interview: "the first resistance is antiviral treatment, the second is anti-shock treatment, the third is anti-hypoxemia and multiple organ failure, the fourth is anti-secondary infection. There are two balances. The first balance is to maintain a balance between water, electrolytes, acids and bases. The second is the balance of micro-ecology. After virus infection, there is often imbalance of micro-ecology, leading to secondary infection of bacteria. Therefore, micro-ecology balance can reduce secondary infection. So this set of programs and methods, in the treatment of novel coronavirus infection of the critical patients, or very effective." I also had the opportunity to learn from experts and ask them questions about the two technologies mentioned. This internship experience was very impressive. I not only learned professional scientific knowledge, which was very helpful for me to make the brochure, but also improved my communication skills very much, because I had to communicate with different people.

v) Research Skills

I used an extensive range of primary and secondary sources to inform my research(see 'Bibliography'). In assessing the usefulness of the material to my goals, I understood the author of the material, its intended message, and its impact on the reader. In addition, after finding

useful information, I classified the information according to its content. For example, I categorized and integrated information on professional medical knowledge, information on COVID-19 prevention and control, and information on how to make a brochure. This method helped me find information more easily later on, making me work more efficiently.

In the beginning, my research was very broad, including any knowledge of novel coronavirus. First of all, I spent time to understand its basic knowledge. For example, I read the "How COVID-19 Spread" released by CDC (Centers for Diaease Control and Prevention), and learned the different transmission modes of COVID-19 and why it has the characteristics of being easily spread. I also follow the live news every day to learn the latest information about the new crown from around the world. Later, after I had obtained a certain knowledge reserve, I read more scientific research reports. I looked at the paper from the NIH(National Library of Medicine) on the treatment of COVID-19 with artificial liver and learned what Hypercytokinemia is and how artificial liver can improve it by purifying the blood. I also read the study report of the novel coronavirus mutation from Scripps Research, and learned that it is easy to mutate because the novel coronavirus is structurally unstable, and the mutated virus is more infectious... There are many other studies like this. In the process of research and information collection, I respected the source and author of the article, and made clear and accurate citation. In addition, in order to ensure the accuracy and authenticity of my information, I will only seek information from authoritative websites and consult professional people.

I learned to use a way called "OPVL", which stands for origin, purpose, value and limitations, to analyze articles. The origin of the article includes the source, author, release date; the purpose of the article includes the author's theme and influence on the reader; the value of the article includes the function of the article to achieve my goal; and limitations include the extent of the objectivity, the timeliness and so on. Such an analysis method helped me to effectively refine the useful knowledge in the article, and exercised my ability to absorb information. (See Appendix 3).

B. Planning

i) Product Criteria

After doing enough research, building the basic knowledge base of COVID-19, I considered the purpose of my product. The targeted audiences of my product are teenagers between the age of 8 and 18. As a brochure, my product must be aesthetically pleasing, with clear and eye-catching typography. Effective typography can help readers get information quickly and impress them at the same time. The content of my brochure must also be accurate and scientific, and the use of words needs to be adjusted so that teenagers are able to understand. Readers need to be able to read my brochure and acquire new knowledge, which means that the content should be novel, not just common sense. After analyzing several goals of my product, I developed four sets of standards :1. Visual Appearance, 2. Size, 3. Quantity, 4. Content Information(See Appendix 3).

My product criteria was informed by research. For example, according to the severity of the disease, the infected person needs to receive different degrees of treatment. Some oral medications such as lopinaviritonavir tablets and ribavirin tablets are common. People may have known about these medications even if I did not make this manual. But other treatments, such as an artificial liver, are relatively rare for severely ill patients. Criterion: Content Information I set up with this in mind and I need to include more new information in my handbook to achieve a high score.

ii) Action Plan and Record of Development

I developed an action plan at the start of my project and kept a corresponding record of development, including information about the major changes that I made as I worked through the whole process (see Appendix 4).

Creating an action plan was critical to my success. Making an action plan helps me divide long-term tasks such as making the brochure into many short-terms tasks such as designing the layout, collecting images and content, etc. A clear action plan must outline what needs to be done in each step. This helps me work more productively and prevents me from feeling overwhelmed and from falling behind on my deadlines. At the beginning of the project, I didn't make the action plan in time to remind myself, so I unconsciously piled up PP assignments. I didn't realize that I was left behind until I had to start the first supervisor meeting. My supervisor suggested that I

use the Action Plan effectively to remind myself that I have listened to the advice. Furthermore, based on my action plan, I made a gantt chart which shows the progress more intuitively in the form of figures(see Appendix 5).

Keeping a record of development was very useful as well. I made a process journal(see Appendix 6) and wrote notes about anything I got done, including meeting with the supervisor, what I did during ATLs class time, etc. I have been continuously writing notes, which helped me closely adhere to the timeline. For example, in the first meeting, my supervisor gave me suggestions about ways that I can distribute my brochure, such as publishing on YouTube or on WeChat, only making a brochure is not enough. Keeping a record is very beneficial because it prevented me from doing repeated work and made the steps of achieving my goal more logical.

iii) Self-Management Skills

Since personal project is a long-term and complex project, I have practiced effective time and task management to plan and complete my project. In terms of organizational skills, I choose to make use of weekends to conduct a survey of relevant subject knowledge. This is because investigations require long periods of concentration. If the investigation of a topic is divided into several times, the thinking cannot be consistent and logical.

I chose to do my brochure in an ATLs class. Designing a brochure does not require a lot of mental activities, the production process can be divided into smaller tasks such as extracting useful information based on my research, drawing illustrations, designing the composing… I chose to make my brochure in ATLs class also because I was able to communicate with my classmates in class, and I can ask them for suggestions, so that I can make adjustment on time.

Taking Action

i) My Product

My final product was a brochure for Novel Coronavirus(see Appendix 7), which I distributed through various channels. A brochure is a medium that will have a longer lasting effect. The brochure is more fixed than the TV and the network. The content of the

communication is not instantaneous. When my brochure is sent to the customer, the customer will turn over and have a look at it when he is free. In the brochure, I introduced to the audience what is novel coronavirus, the symptoms of infection with novel coronavirus, the transmission mode of virus and how to prevent the virus and other basic knowledge, reproved some false information, and also introduced to the audience some knowledge of China's new coronavirus vaccine, in order to make the information more effective. I distributed my brochures through various channels, set up my own booth in the personal project exhibition of the school, and introduced my products and my production process to students through posters, pictures, videos and other media. In addition, through the convenience of my mother's work in the hospital, I also asked her to bring several brochures to the hospital to distribute to her colleagues. I am very satisfied with the result of my product. In the school exhibition, I handed out all the 40 printed brochures within two hours, and more than 50 students, teachers and parents filled in my questionnaire about the product. The reviews I received were almost always positive and complimentary. The audience said that my brochure had an intuitive visual impact and that I had done a great job on the design. The reason why I achieved good results was that I strictly followed the Product Criteria set by myself.

ii) Thinking Skills

I use a variety of creative and critical thinking skills. Some of my critical thinking skills include thinking about what makes my brochure stand out. Especially with so much publicity surrounding the novel coronavirus, it's harder to stand out. I searched the Internet for many different styles of brochures, subjectively evaluated how much I liked them, and analyzed their advantages and disadvantages. I have found that most of the brochures on the market are successful in popularizing knowledge, but their style is too old-fashioned, with a stilted, perfunctory feel. Since this is my subjective opinion and everyone has different feelings, I also asked my cousin for his opinion on these brochures. The results were similar. He was not impressed by the brochures. So I used some of my creative thinking skills to design the style, typography and illustrations of the brochure. All the illustrations in the brochure are original pictures drawn by me. In the choice of color matching, I use bright and diverse colors, which

makes my paintings have a high saturation and can catch the eyes of readers. However, I kept the same lightness and chromaticity for the different colors, which created a great unity, and each image did not feel abrupt and separate from the whole. In terms of typography, I put the most basic knowledge on the inside pages, because I felt that the information didn't have the urgency to make it known to the reader, which I meant that the reader could have gotten the information from many other sources. However, I chose to put the Chinese vaccine information on the last page, which is revealed even when the brochure is folded, greatly increasing the likelihood of being noticed by the reader. I noticed that after the epidemic was well controlled in China, people's topic changed from the epidemic to the novel Coronavirus vaccine. However, most people do not know the relevant information about the vaccine, so I think the information about the vaccine is important and the most practical.

iii) Communication and Social Skills

In general, I have demonstrated excellent communication and social skills. I organized and participated in volunteer activities in the summer vacation before the beginning of the semester. I invited my classmates from junior high school and primary school to act as volunteer narrators to explain the popular science exhibition about using science and technology to fight against novel coronavirus held in Hangzhou Low-carbon Science and Technology Museum. Through my own and my friends' convening, more than 20 students, ranging in age from 6 to 17, participated in the activity. In this volunteer activity, I not only learned knowledge about novel coronavirus, but also practiced my communication and social skills. I learned how to communicate with adults, I asked volunteers in our community for their experience in organizing activities, I applied to the curator of the science museum and the person in charge of the exhibition for space to hold volunteer activities, and discussed the time of the activities. I also explained the activities to the parents of students. I also learned how to lead volunteers my age or younger. I set up 6 different WeChat groups according to different time periods (the activity was two days in total, and the volunteers only needed to participate in one time period). I assigned each person in the WeChat group the task of explanation and urged them to complete it, so as to make the activity a complete success(See Appendix 8).

The second way I can demonstrate my social and communication skills is by interacting with students from IB schools around the country. I looked for IB students on the Internet and discussed with them about the MYP Personal Project. Once I met a student in Shanghai IB School. She has graduated from MYP and entered DP. We talked a lot and she also gave me a lot of advice.

Reflecting

i) Product Evaluation

I evaluated to what extent my final product met the product criteria I had set. I include what I did well in my final product and what needs to be improved. In general, my product achieved my goals through the Personal Project Exhibition(See Appendix 9). I made a questionnaire(See Appendix 10) for visitors to rate my product, and then I collected the results and reflected critically.

1. **Visual Appearance:** I rate myself a 5 on this criterion. The information in my brochure is well represented by typography; I used a harmonious color scheme, with light background color and bright-colored illustrations, so that the main content could stand out. Overall, my brochure is very aesthetically pleasing. I printed my brochure on 600mg cardboard, which gave it a bit of thickness and make it not easy to be rip apart. The thing that I did not do well was that I did not prepare shelves to hold brochures on the Personal Project Exhibition. This displaying was not formal enough, so I deducted some points on the strand iii.

2. **Size:** I rate myself a full mark on this criterion, which is 6. The size of my brochure is suitable, and I have observed that viewers can simply carry it in their hand or in their pocket. The font size made the content easy for viewers to read, and the size of the headings and the bodies of the text is different to help distinguish sections. In addition, the size of illustrations is also appropriate, they are on every page but they are just decorative, and don't preempt the text.

3. **Quantity:** I rate myself a 5 on this criterion. I printed out 80 copies of the brochure in order to meet the requirements for the highest point in this criterion. At the Personal Project Exhibition, I distributed a total of 56 copies of the brochures, and it almost meet

the goal of distributing 60 brochures. The people who received them included teachers, students and parents. I gave the rest of the brochures to my parents and asked them to hand them out to colleagues or patients in the hospital.

4. **Content Information:** I rate myself a 5 on this criterion. First of all, my brochure contains the most basic content, including what COVID-19 is, how it spreads, susceptible people, etc… Then, my brochure also includes more specialized content, such as the high-tech treatment of COVID-19 currently available around the world. I also have a section on my brochure for refuting rumors, because there are so many rumors about the virus that people can't be swayed by false information. Finally, I added information about vaccines in China: the effectiveness of the vaccine, who can be vaccinated, where to get vaccinated, etc... In general, my information is highly professional, timely and practical.

ii) Topic and Global Context

In the course of this project, my understanding of the topics I am interested in and the background of global scientific and technological innovation has increased. Before this project, I didn't know what this global context meant. Now, I have a much clearer idea of its impact on my project. From the perspective of COVID-19, I am more deeply aware of natural world and its laws. the interaction between human and natural laws. In this context, I studied and understood the relationship between the emergence of new viruses and nature, the impact of viral global public health events on individuals, and the medical innovations made by human beings to resist viruses. Especially when I learned the principles of "Four Resistance and Two Balance" and Artificial Liver therapies. I thought about how to disseminate my research in an effective way, so I used a special medium -- brochures -- as my product, and disseminated it through distribution and video presentations. At first, I thought that only professional scientists could make a contribution to the world's health problems. Later, I realized that anyone can make a contribution and people can be the disseminator of information.

iii) An IB Learner

As an IB learner, I developed a lot through this project. In particular, I present the following two learner profiles: knowledgeable and communicator. I became a more knowledgeable person by learning on my own, interviewing experts, taking part in relevant activities and applying my knowledge. I showed everyone that I had a good grasp of the relevant knowledge and medical treatment methods about infectious viruses, especially novel coronavirus. I had also become a better communicator. I communicated with people of different professions and ages and get information from them or spread information to them. Looking back on the whole project, I have experienced success, challenge and development. This experience is very unforgettable, which prepared me for entering the DP program.

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Appendices

Appendix 1: Prior Acknowledgment

An expert is introducing me what is "Artificial Liver"

Explaining the information to viewers.

Answering a viewer's question.

Speaking as behalf of the volunteers.

Working in Shulan Health.

The exhibition is setting up.

Exhibition Progress briefing meeting, with medical doctors and experts.

Appendix 2: OPVLs

OPVL #1

Source	Origin	Purpose	Value	Limitations
Article: "Understanding epidemic data and statistics: A case study of COVID-19"	**Authors:** Amirhoshang Hoseinpour Dehkordi, Majid Alizadeh, Pegah Derakhshan, Peyman Babazadeh, and Arash Jahandideh Received 2020 Mar 19; Revised 2020 Apr 7; Accepted 2020 Apr 10.	**Aim:** The aim of this study is to provide the transmission trend from China to other countries and to report the daily confirmed cases, fatality causes, and surveillance in every country from the first day of the outbreak until 5th April and, also, to evaluate the effect of each government policy in controlling the outbreak of COVID-19." **Target audience:** anyone interested in bio-statistics and bio informatics, coronavirus, data processing, epidemiology, infection, test statistics, virus classification	This article presents an example of how statistics can be used in the context of coVID-19. The author calculated the number of confirmed cases, deaths and discharge from hospital worldwide, and analyzed the data to figure out the novel Coronavirus transmission trend. Through reading this article, I have learned what is the basic statistics: statistics can infer the nature of the measured objects and even predict the future of the objects by means of searching, sorting, analyzing and describing the data.	This article analysis the data they collected from the day of outbreak until 5th April, so the transmission trend at that time is not representative of the trend now. All of the authors are from Iran, the veracity of their data remains to be verify.

OPVL #2

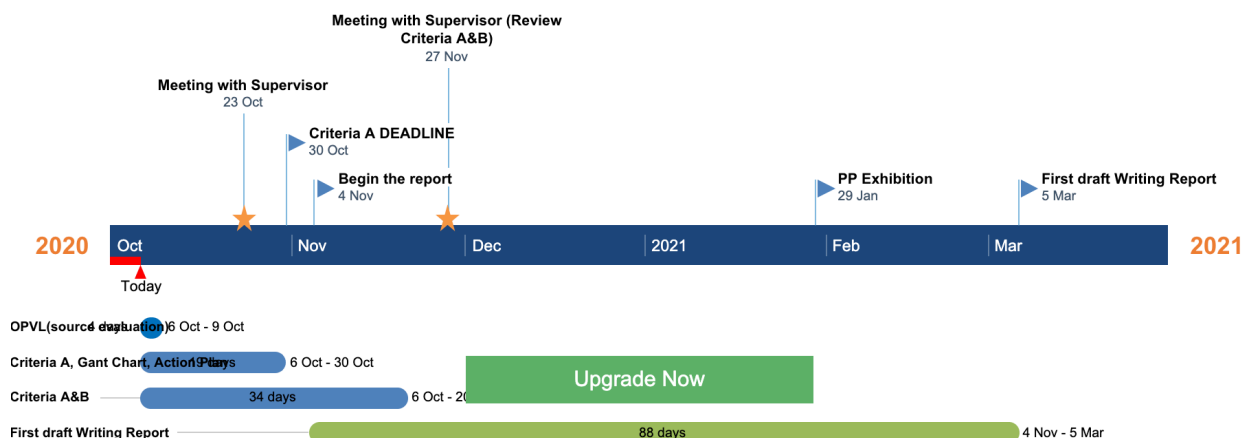| Source	Origin	Purpose	Value	Limitations
Article: "New Concepts and Trends in Statistical Scientific Research Influenced by the COVID_19 Epidemic --Review of "Statistics in Epidemic Prevention" National Statistical Online HIgh-end Forum	**Authors:** Ruan Jing, LIU Ya-nan, Ren Tao, Zhang Bao-xue, Ji Hong (School of statistics, Capital University of Economics and Business, Beijing 10070, China)	**Aim:** the aim of this article is to review the "Statistics in Epidemic Prevention" National Statistical Online HIgh-end Forum. "This conference focused on hot issues such as the statistical application in the prediction of COVID-19 epidemic, the statistical analysis in the prediction of the economics trends, big data analysis technology,and the future development of statistics."	"This online conference injected new thoughts, new ideas, new methods and new wisdom into statistical research emergencies, enriched the theoretical connotation of the development of statistics, and played an important role in enlightening the development of Chinese statistics on the new era." **Impact on PP:** From reading this article, I learned the knowledge of how statistics apply in the COVID-19 epidemic and economics of China. This article provides a reference for my PP paper, and I can take example by the structure and techniques of this article to write my PP paper.	Although the article summarizes the content of the summit forum, it does not publish the research results of experts. This may be due to permissions and privacy concerns. There's a lot of statistical expertise in this article that I'm not aware of.

Appendix 3: Success Criteria

	Criteria Break-Down (6 Being highest)	Justification
Visual Appearance	**5-6:** i. The composing, the overall color scheme, the style and size of the text, and the content of the illustrations make the brochure look **very attractive** and **aesthetically pleasing**. ii. The brochure is printed in a **high-quality material**, which makes them textured. iii. The brochure is presented in a very good way, there are special shelves or cabinets to display the brochure. **3-4:** i. The composing, the overall color scheme, the style and size of the text, and the content of the illustrations make the brochure look **attractive** and **aesthetically pleasing**. ii. The brochure is printed in a **high-quality material**, which makes them textured. iii. The brochure is **not** presented in a very good way, there are **no** special shelves or cabinets to display the brochure. **1-2:** i. The brochure is **not attractive** and **aesthetically pleasing**. ii. The brochure has **low-quality**, essay to be rip apart. iii. The brochure is not presented in a very good way, there are special shelves or cabinets to display the brochure.	Visual appearance is very crucial for my product. First of all, because it is a highly professional product, it is easy to make viewers feel bored. Its appearance needs to help reduce this shortcoming. Secondly, there are a lot of brochures with similar content, so I have to make sure it looks attractive in order to make it stand out in the market.
Size	**5-6:** i. The brochure has a **suitable size** for people to carry around and a child can hold it in one hand. ii. The font size of the brochure should be **appropriate** and easy to read, and the font size of the headings and body text should be **differentiated**. iii. The sizes of the illustrations on the brochure are **appropriate** and do not preempt the words. **3-4:** i. The brochure has a **suitable** size for people to carry around and a child can hold it in one hand. ii. Most of the words on the brochure are easy to read, but **some are too small or too large**. iii. Most illustrations on the brochure have **appropriate** sizes. **1-2:** i. The size of the brochure is **not very appropriate**. The brochure is too big for a child to hold in one hand. ii. the font size is **not appropriate**, too big or too small. iii. the size of illustrations is **not appropriate**; pictures preempt the words.	Size is important, including the sizes of the brochure, the font, and the illustrations. First of all, if the brochure is too big, it will not be convenient for people to carry, thus reducing the transmission. Second, if the font is too small, the viewer will find it difficult to read, and they may give up reading. Third, although the illustrations can attract viewers, but their proportion should not be greater than the text body. The brochure is professional and should not be overly entertaining.
Quantity	**5-6:** i. **80** brochures are printed in total for distribution ii. **60** brochures are distributed in the Personal Project Exhibition **3-4:** i. **60** brochures are printed in total for distribution ii. **40** brochures are distributed in the Personal Project Exhibition **1-2:** i. **40** brochures are printed in total for distribution ii. the quantity of brochures is **not enough** for distribution	I need to ensure that the number of printed brochures is enough for distribution at the Personal Project Exhibition, and it is better to have a surplus. I need to try to distribute brochures out to more people, including students, teachers, and parents.
Content Information	**5-6:** i. The content is **very professional** with professional terms, not a general consensus. Viewers can learn **new** knowledge about COVID-19 from the brochure. ii. The content has **timeliness**, all the research results and news should be the latest, not from a long time ago. iii. The content contains **very practical** information, which means it is related to people's daily lives. **3-4:** i. The content is **professional** with professional terms, not a general consensus. Viewers can learn **new** knowledge about COVID-19 from the brochure. ii. The research results and news included are **not the latest**, but them do not contradict with the latest result. iii. The content contains **some practical** information, which means it is related to people's daily lives. **1-2:** i. The content is **not really professional**, it only has common consensus that people might already know. ii. The research results and news included are **not the latest**, but them do not contradict with the latest result. iii. The content is **not related to people's daily lives.**	The content information determines the practical value of the brochure and is the most important part because it serves the responsibility to educate people. I need to ensure that the information is accurate, professional, practical and timely.

Appendix 4: Action Plan

Date	Task	Description	Completion	Changes
9/25/20	Meeting 1	Arrange the first meeting	I have been introduced to Personal Project.	no
9/30/20	ATLs Session	Working on making Appendices	I finished making Action Plan and Gant Chart.	no
10/7/20	ATLs Session	Working on Criterion A-Investigating	I worked efficiently at home.	No ATLs Session, on vacation
10/9/20	Deadline of OPVLs	Submit at least 2 OPVLs.	I submitted 2 OPVLs.	no
10/14/20	ATLs Session	Working on Criterion A-Investigating	I worked efficiently at home.	No ATLs Session because of PSAT
The week after the break	Deadline of Criterion A Draft	Finish Criterion A-Investigating Start making Appendix 1-3 (Action Plan, Gant Chart, Process Journal)	I didn't meet the deadline because I had a lack in time management skill.	I submitted in 1 day later.
10/22/20	Meeting 2	Arrange the second meeting	The meeting went great, my supervisor suggested me to distribute my brochures using online media.	no
11/12/20	ATLs Session	Working on Cri. A and B, finish before 11/20	I worked efficiently in class.	no
11/20/20	Deadline of Criteria A & B Draft	Submit Criteria A and B Draft	I submitted my draft on time	no
11/26/20	ATLs Session	Start working on making product.	I gathered information online about how to make a brochure.	no
11/27/20	Meeting 3	Arrange the third meeting	The meeting was delayed	The meeting was delayed
12/3/20-1/21/21	Working on product,	On vacation, finish making the product by 1/29	I was almost complete making the product.	no
1/29/21	PP Exhibition	PP Exhibition	PP Exhibition	no
2/4/21	ATLs Session	Working on Criterion C Written Report	I worked efficiently	no
2/11/21	ATLs Session	Working on Criterion C Written Report	I worked efficiently at home	No ATLs Session, on vacation
2/18/21	ATLs Session	Working on Criterion D Written Report	I worked efficiently at home	No ATLs Session, on vacation
2/25/21	ATLs Session	Working on Criterion D Written Report	I worked efficiently	no
3/5/21	Deadline for Criteria C & D Draft	Submit Criteria C and D Draft	I submitted Criteria A and B Draft	no
3/18/21	ATLs Session	Make Final Changes!!!	I made the final changes	no
3/19/21	FINAL DEALINE	SUBMIT FINAL REPORT!!!		

Appendix 5: Gant Chart

Personal Project Gant Chart

Appendix 6: Process Journal

Process Journal

9/18/20

Today is the first day for me in an IB school. I start to plan my personal project today, and I decide that my topic is going to be related to COVID-19. I always have the interests to learn about infectious diseases especially about the novel coronavirus. I wonder what is the reason why the worldwide epidemics occur.

9/23/20

My goal is to learn about how the big data analysis is applied in helping the COVID-19 epidemic, and then write a report paper. (I am also interested in statistics.)

9/25/20

I had the first meeting with my supervisor. My supervisor sent me some links which introduce the big data technology, and a useful tool called 'Gap Minder'.

10/7/20

I changed my goal while I was investigating. I want to learn more technologies, not just big data, that can help the epidemic. I have a rise in interest of learning medical treatments of COVID-19.

10/9/20

I submitted 2 OPVLs.

10/22/20

I scheduled the second meeting with my supervisor. My supervisor suggested that producing a report paper is lack with practicing my communication skills. I agreed, so I decided to make a information brochure instead and distribute it.
I revised my goal into:
My goal is to learn about the COVID-19 and create a brochure for people who is between the age of 8 and 18. The purpose for me to create this brochure is to educate them about the COVID-19, and to transmit the thought that it is important for everyone to realize that global health issues should be a global concern for everyone. In addition, In order to let more people see this brochure, I will make a video to introduce this brochure and publish it on 'bilibili.com', which contains a large number of users and is one of the most popular video websites in China.

11/20/20

Today is the deadline of Criteria A and B draft. I submitted my written report onto Managebac; however, there was no appendix attached since I haven't finish writting the success criteria.

12/9/20

My supervisor gave me some feedback on Criteria A and B draft. I revised my report.

1/27/21

I finished designing and making my brochure.

1/28/21

I printed 80 copies of brochures, and made a questionnaire.

1/29/21

Today is the PP Exhibition day, I distributed 56 brochures and collected 49 questionnaires.

Appendix 7: Brochure & Evidence of Making

Evidence of Working

Brochure

Appendix 8: Video

Appendix 9: Personal Project Exhibition

Appendix 10: Survey about my product & collected results