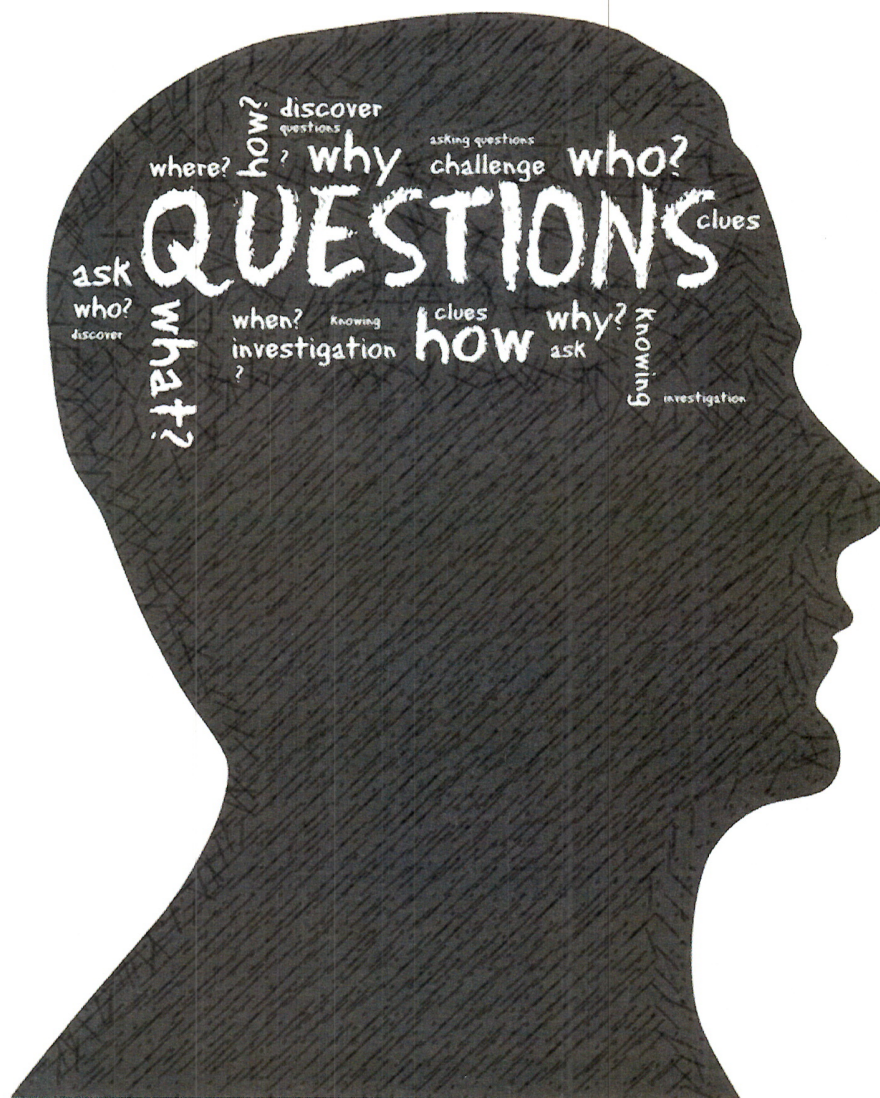# Lower Richland High School

IB Career Related Programme
Reflective Project Handbook

Lower Richland High School
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Hopkins, SC 29061

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Reflective Project Overview

Introduction:

The Reflective Project is one of the four compulsory components of the IB Career-related Programme (CP) core. The Reflective Project is an in-depth work produced over an extended period and submitted in year 2 of the Career-related Programme. Students identify, analyze, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. The Reflective Project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

Aims - The Reflective Project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking

Requirements:

- All CP students are required to complete the Reflective Project.
- Students are expected to spend approximately 50 hours on their Reflective Project.
- The Reflective Project is internally assessed and externally moderated by the IB.
- Students must earn a D or above on their Reflective Project to earn their CP certificate.
- Student's Reflective Project must align to their career-related study.
- At the end of the project, students must submit
    o An essay or an essay with an additional format - See options below
    o A Reflections on planning and progress form (RPPF) (1,000 words)

Student's Responsibilities - Students are required to:

- choose an issue arising from their career-related studies that presents an ethical dilemma
- consult with their supervisor regarding the ethical dilemma
- develop a well-formulated and focused research question
- state clearly the linked career-related study at the start of the Reflective Project
- complete the RPPF as the work progresses, and after each of the scheduled meetings with their supervisor
- meet both internal and external assessment deadlines
- address the assessment criteria fully
- acknowledge all sources of information and ideas in references, citations and bibliography
- inform their supervisor of details of any external assistance received.
- plan how, when and where they will find material for their project
- plan a schedule for researching and producing the Reflective Project, allowing time for delays and unforeseen problems
- record sources as the research progresses (rather than trying to reconstruct a list at the end)
- maintain a "researcher's reflection space" (see appendix 3) to reflect upon their progress and inform scheduled meetings with the supervisor
- have a clear structure in mind for the Reflective Project before beginning to write
- carefully check and proofread the final version of the Reflective Project
- ensure that all basic requirements are met.

Options for the Completed Reflective Project:

Option 1: A written essay (maximum 3,000 words). This should cover all of the Reflective Project requirements except for reflection, which forms the content of the RPPF.

> ****Note:** *Option 1 is highly recommended based on previous student feedback and results.*

Option 2: A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display - SEE LIST BELOW). Together, the written essay and additional format should cover all the Reflective Project's requirements except reflection.

Additional Formats. The permitted additional formats are:

- **A short film** (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their Reflective Project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- **A spoken presentation** (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspects of their Reflective Project. They can choose to submit a written script instead (700 words).

- **An interview** (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- **A play** (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the Reflective Project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).
- **A display** (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the Reflective Project overall. For example, it could provide an overview of their Reflective Project and create points of discussion or illustrate particular ideas.

Process:

Step 1: The Issue: Students need to explain the issue and clearly and explicitly link it to their career-related study. However, they must also remain aware that the issue itself is not the main focus of the Reflective Project.

Step 2: The Ethical Dilemma: Students must be able to recognize the ethical dilemma that arises from the issue.

Step 3: Research Question: Students need to identify and describe accurately the question to be answered that explicitly references the ethical dilemma that has been identified.

Step 4: The Research: Identify the key community(ies) involved in the dilemma. Students must provide evidence of research that supports different viewpoints on the ethical dilemma. They should also critically examine the research itself. There are five main stages in the research process:
1. Defining the research's purpose and objectives and the research question.
2. Conducting a literature review.
3. Designing appropriate data collection methods and analysing the data.
4. Reflecting on the research methodology adopted.
5. Presenting the research findings.

Step 5: Critical analysis of the ethical dilemma: This involves students evaluating the viewpoints on the ethical dilemma and then articulating their own point of view based on reasoned argument.

Step 6: Citations and a bibliography: The Reflective Project is an academic piece of work and should be presented as such. This ensures academic honesty and allows the readers to check the evidence themselves.

- A reference acknowledges the source of the information that the student has used.
- A citation is a shorthand method of referencing, which is then linked to the bibliography.
- A bibliography is an alphabetical list (by author) of every source cited in the project.

- Students must use a consistent style of referencing throughout the reflective project. For further information please consult the IB publications Academic honesty in the IB educational context and Effective citing and referencing.
- Appendices, footnotes and endnotes are not necessary but if students choose to use them they should do so appropriately and not circumvent the word limit.

Reflection:

The RPPF: The completion of this form is a mandatory part of the Reflective Project and is assessed in Criteria E: Engagement and Reflection. It helps the students to reflect on their planning and progress, including:

- their initial ideas
- any concerns to discuss with their supervisor
- the outcome of those discussions
- interim thoughts about the Reflective Project's planning, progress and content
- any changes that need to be made as a result of the interim thoughts
- finishing the project and their conclusions

The RPPF is informed by scheduled meetings between the students and the Reflective Project supervisor where progress, planning and issues are discussed. The form is designed to document these discussions and is a formally assessed element of the Reflective Project.

Reflective Project Assessment Criteria

Criterion A - Focus and method

Markband	Descriptor
5-6	• Clear identification of an issue linked to the career-related study, and the arising ethical dilemma. The relevance of the study is clear. The research question is clearly stated and sharp focus on it is sustained throughout the project. • There is evidence of excellent planning of research, and the determination and collection of appropriate and varied sources. There is evidence of understanding of potential bias and source validity and measures have been taken to limit bias through source selection.
3-4	• There is an identification of an issue linked to the career-related study and an arising ethical dilemma. The research question is clearly stated and the focus on it is generally sustained throughout the project. • There is evidence of a planned approach and the determination and collection of largely appropriate sources/data/information. There is evidence of understanding of potential bias and validity.
1-2	• The research question identifies an issue related to the career-related study, but not a suitable ethical dilemma relating to that issue. • There is limited evidence of a planned approach, resulting in little information on how the research is intended to be conducted, used and analysed.
0	• The work does not reach the standard of the descriptor above

Criterion B - Knowledge and understanding in context

Markband	Descriptor
7-9	• The central ethical dilemma is analysed from different perspectives, which are evaluated in a balanced way. Overall, the work demonstrates a considered and developed knowledge and understanding of the ethical dilemma with a clear sense of scope and context(s). • The use of a local or global example to contextualize the ethical dilemma is effective and well integrated. • The impact of the ethical dilemma on community members is analysed and forms an integral part of the inquiry. • Analysis of how cultural perspectives can influence the ethical dilemma is developed and integrated into the ideas presented.
4-6	• The central ethical dilemma is described from more than one perspective. Overall, the project demonstrates clear and consistent knowledge and understanding of the ethical dilemma and its context(s). • There is evidence of a relevant and sustained understanding of the impact of the ethical dilemma on community members. • Understanding of how cultural perspectives can influence the ethical dilemma is demonstrated and supported, where appropriate, with relevant examples.
1-3	• The central ethical dilemma is identified and the student shows an awareness of its context(s), although this is largely implicit. Overall, the project demonstrates basic knowledge and understanding of the ethical dilemma, generally dominated by one view. • There is evidence of an awareness of the relevance of the chosen dilemma to community members, which is only partially integrated into the overall inquiry. • Some awareness of how cultural perspectives can influence the ethical dilemma is demonstrated, although this is likely to be largely implicit.
0	• The work does not reach the standard of the descriptor above

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Criterion C - Critical thinking

Markband	Descriptor
9-12	- The argument presents a considered and convincing discussion of the issue and the associated ethical dilemma, interpreting and applying evidence to draw considered inferences. - Conclusions made are perceptive and concise, drawing consistently on the arguments and evidence presented. - Connections made between ideas are insightful, sustained and coherent and developed by a range of well-chosen evidence.
5-8	- An argument is presented with a viewpoint maintained throughout. Partial use of evidence is made to develop the argument. The student is able to reason and demonstrates an understanding of cause and effect. - Conclusions made are logical, drawing on the arguments and evidence presented. - Ideas are supported by relevant evidence from different sources to develop overall argument.
1-4	- A basic argument is presented. Evidence is presented. - The student presents straightforward conclusions, although these are asserted without drawing on any arguments or evidence provided. - Some simple ideas are connected and supported with evidence, although this may not be consistent throughout the project
0	The work does not reach the standard of the descriptor above

Criterion D - Communication

Markband	Descriptor
3	Communication is coherent and structured in a way that supports the understanding of the student's ideas and arguments, with effective use of appropriate terminology to support and develop ideas.
2	Communication is generally clear and structured appropriately, with consistent use of appropriate terminology.
1	There is a straightforward structure to the project as a whole, with similar material grouped together in a logical manner.
0	The work does not reach the standard of the descriptor above

Criterion E - Engagement and reflection

Markband	Descriptor
5-6	- There is evidence that student reflection is evaluative. - Reflections given on decision-making and planning include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. - These reflections communicate a high degree of intellectual and personal engagement with the subject and process of research, demonstrating authenticity, intellectual initiative and/or creativity in the student voice.
3-4	- There is evidence that student reflection is analytical. - Reflections given on decision-making and planning include reference to conceptual understanding and skill development. - These reflections communicate a moderate degree of personal engagement with the subject and process of research, demonstrating some intellectual initiative and/or creativity.
1-2	- There is evidence of student reflection but this is mostly descriptive. - Reflections given on decision-making and planning are procedural. - These reflections communicate a limited degree of personal engagement with the subject and/or the process of research.
0	The work does not reach the standard of the descriptor above

ib Career-related Programme

Lower Richland High School
Reflective Project Parent Contract

As a parent of a student writing the reflective project I understand that:

The IB Reflective Project is a requirement for the IBCP:

- The IB Reflective Project is intended to be an independent research project completed by the student. IB places limits on what and how any adults can help an IB candidate with their Reflective Project. Parents and other adults should be careful to not do extensive editing or revision of portions of their student's paper.
- The student has an advisor and an RP Coordinator they can use as resources, but the student is responsible for taking the initiative in getting help and understanding all requirements. If the student never contacts the advisor or meets deadlines, it is not the advisor's responsibility to chase him or her down.
- The student is expected to spend approximately 40 hours on this work.
- The student is expected to meet all deadlines in order to stay in good standing with IBCP Program.
- The student will need to consult academic works and may need to go to libraries or conduct field work etc. on their own time.
- The student will be expected to complete a portion of the project over the summer.
- If the student plagiarizes any portion of his/her paper, the paper will not be scored. The student will not complete the IBCP Programme as a result.

Teacher Advisors Agree To:

Be accessible for consultation on a scheduled basis

Provide subject specific guidance

Conduct scheduled meetings, but the student is responsible for initiating contact and asking for help. I have read and understand the regulations and guidelines for the International Baccalaureate Reflective Project. I will offer my parental support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in the contract. I understand that students will be scored on their Reflective Project in the Personal and Professional Skills (PPS) course, failure to meet deadlines with the project will result in a lower grade for the PPS course. I understand that while all students are provided a teacher supervisor for support, the Reflective Project is ultimately an individual project on the part of the student and that failure to complete a quality Reflective Project can result in a failing condition for the IB Career-related Program Certificate. I understand that the IB guide to ethical standards dictates that ANY plagiarism is malpractice and that the student will not receive an IB Certificate if plagiarism is detected.

Date _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature _____

Lower Richland High School
Reflective Project Student Contract

Name of Candidate: _____

Career Related Study: _____

-

Possible Reflective Project Topic: _____

As a student writing the reflective project… I understand that I have the right to:

- Have clear guidelines about the formal presentation of the RP and marking criteria from the RP coordinator
- Receive guidance and support during the research process from the RP coordinator & my advisor
- Receive subject specific advice from my advisor
- Receive verbal comments on my draft project (but I also understand my advisor is NOT allowed to correct or edit my work or read through it more than once)

I understand that I also have the responsibility to:

- Make and keep appointments with my advisor
- Work around my advisor's schedule
- Work steadily throughout the period and keep to deadlines
- Consult my advisor or RP coordinator as soon as I realize I have a problem
- Check all grammar, punctuation, spelling etc. (DON'T rely on the spellcheck)
- Avoid plagiarism and malpractice by utilizing appropriate citations
- Spend about 40 hours in total on this work.

I have read and understand the regulations and guidelines for the International Baccalaureate Reflective Project. I will adhere to the regulations and guidelines and the deadlines prescribed in the contract. Students must complete the Reflective Project in order to complete the IBCP course of study.

Student Signature _____

Student Email: _____

Date: _____

INTERNATIONAL BACCALAUREATE:
Career Related Programme
Reflective Project (JUNIORS)

Obtain appropriate initials on the line provided to the left.

September

— RP Coordinator (RPC) meets with all students to discuss the reflective project and ethical issues arising from their career-related studies, and to discuss timelines and expectation.
— Students should begin studying the various areas of ethics to find ideas for their reflective project.
— Student should choose a supervisor; that is a teacher related to the content area of their reflective project to help them and guide them.

October

— Students submit **Reflective Project Contract** form to the RP Coordinator identifying **area of ethics to be explored.**
— RPC will meet with all RP Student Supervisors (RPSS) to discuss timeline, expectations, and responsibilities; Supervisors will review Reflective Project Guidelines.

November

— **Reflective Project Topic:** Supervisor conference should be held before this date; student works with Supervisor and/or RP Coordinator on the process of topic clarification and potential mediums of presentation via Edmodo/Email. Students submit **Reflective Project Topic** with proposed **format** to RPC, who will insure that project is in the spirit of the IB.

December

— **Project Proposal:** Supervisor conference has been held; students turn in Research Question to Supervisor and RPC.

January
— **Turn in the Introduction to RPSS.** Introduction should be 200 to 300 words. This will provide the Supervisor with a substantial piece of writing to evaluate. Supervisors and students will discuss a detailed plan for winter break research, a meeting before the winter break of school for feedback on the introduction, an exchange of information (email addresses) so that students may contact their advisor and the coordinator during the winter break if the need should arise. A progress report is due to the IBCC Coordinator by the Supervisor.

February/March
— **First Draft:** Students submit one copy of the first draft to the Supervisor. Students and Supervisors set a date to discuss first drafts. Students who do not submit the rough draft may be removed from the IBCP Program.

Viva Voce:

— A short interview with the student and supervisor. Viva Voce serves the following purposes:
  - A check on plagiarism and malpractice in general
  - An opportunity to reflect on successes and difficulties in the research process

April/May/June/July
— Students will continue to do research and explore options for the final product for the Reflective Project.

INTERNATIONAL BACCALAUREATE:
Career Related Programme
Reflective Project (SENIORS)

Obtain appropriate initials on the line provided to the left.

September

— RP Coordinator (RPC) meets with all students to discuss the reflective project and ethical issues arising from their career-related studies, and to discuss timelines and expectation

— Students should begin studying the various areas of ethics to find ideas for their reflective project.

October

— Students submit **Reflective Project Contract** form to the RP Coordinator identifying **area of ethics to be explored.**

— RPC will meet with all RP Student Supervisors (RPSS) to discuss timeline, expectations, and responsibilities; Students should have a teacher/mentor to help them review their reflective project.

November

— **Reflective Project Topic:** Supervisor conference should be held before this date; student works with Supervisor and/or RP Coordinator on the process of topic clarification and potential mediums of presentation via Edmodo/Email. Students submit **Reflective Project Topic** with proposed **format** to RPC, who will insure that project is in the spirit of the IB.

— RPC will meet with students to discuss research strategies and questions, outlining and the annotated bibliography with supervisor/mentor.

— **Project Proposal:** Supervisor conference has been held; students turn in **Research Question and Thesis** to Supervisor and RPC.

December

— **Annotated Bibliography & Preliminary Outline:** Students submit one copy of an Annotated Bibliography and 1 copy of the **Preliminary Outline** of the project to the Supervisor and to the Reflective Project Coordinator. Supervisors should submit a progress report to the IBCC Coordinator.

— **Turn in the Introduction to RPSS.** Introduction should be 200 to 300 words. This will provide the Supervisor with a substantial piece of writing to evaluate. Supervisors and students will discuss a detailed plan for winter break research, a meeting before the winter break of school for feedback on the introduction, an exchange of information (email addresses) so that students may contact their advisor and the coordinator during the winter break if the need should arise. A progress report is due to the IBCC Coordinator by the Supervisor.

Winter Break Students work independently on the papers.

January

— **First Draft:** Students submit one copy of the first draft to the Supervisor. Students and Supervisors set a date to discuss first drafts. Students who do not submit the rough draft may be removed from the IBCC Program.

February

— **Final Draft:** Students submit two hard copies, in selected format, of their completed Reflective Project and one copy to the RPC and one copy of the final draft and email to their Supervisor.

March- Viva Voce:

— A short interview with the student and supervisor. Viva Voce serves the following purposes:
- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor's final report

March

— Supervisors submit RP with final report and predicted grade.
NOTE: Supervisors may hold as many conferences as are necessary.

Lower Richland High School
REFLECTIVE PROJECT PROPOSAL

Name: _____

IBCP Career Track: _____

Graduation Year: _____

1. Identify three questions that you have surrounding this dilemma.

2. Identify three counter arguments critics could pursue regarding this dilemma.

3. How does this dilemma relate to your career track to help deepen your experience and understanding of this field?

4. List 10 potential research sources (primary or secondary) that may be of value to this project.

5. Describe any concerns that you may have regarding the Reflective Project process.

RP/RPPF

For first assessment in 2018

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International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Candidate personal code:

Reflective project - Reflections on planning and progress

The completion of this form is a mandatory requirement of the Reflective Project from first assessment May 2018. It must be uploaded together with the completed Reflective Project for assessment under criterion E.

Candidate: This form records reflections on your planning and progress, and the nature of your discussions with your supervisor.

You must undertake three formal meetings with your supervisor. These meetings will inform each of your reflections below.

The first formal meeting should focus on your initial ideas and how you plan to undertake your research; the interim meeting is once a significant amount of your research has been completed, and the final meeting once you have completed and handed in your reflective project.

After each formal meeting you must record your reflections on this form and your supervisor must sign and date each reflection.

This form acts as a record in supporting the authenticity of your work. Please refer to assessment criterion E in the reflective project guide when completing this form.

The three reflections combined must amount to no more than 1000 words.

Supervisor: You must have at least three meetings with each candidate, one early on in the process, an interim meeting and then the final meeting. Other meetings are permitted but do not need to be recorded on this sheet. After each formal meeting candidates must record their reflections and as the supervisor you must sign and date this form.
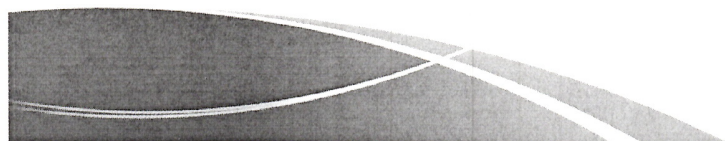
First reflection

Candidate reflections:

Date:

Supervisor initials:

Interim reflection

Candidate reflections:
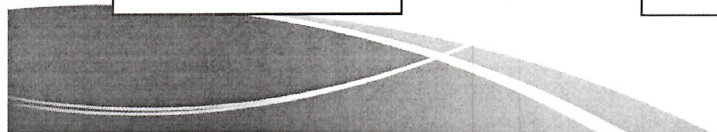
Date: [   ]   Supervisor initials: [   ]

Final reflection
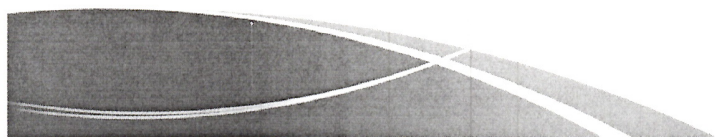
Candidate reflections:

Date: [   ]   Supervisor initials: [   ]

Supervisor comments:

IBCP Reflective Project

Supervisor Meetings

Student Name:	Email:
Supervisor Name:	Email:
Career-related Study:	
Inquiry Question/Topic:	

Today we discussed:

1.

2.

3.

Next, I plan to:

1. Complete a 1-2 paragraph reflection (*attach a typed copy and upload to Edmodo tab*)

2.

3.

Supervisor Signature:	Date:
Next Meeting Date:	Meeting Location:

Due by_____ **for full credit**

Reflective Project Workbook

A. Selection of an issue –
At the end of last year, you submitted your initial RP plan. Here, re-state your chosen **issue** and explain why this issue interests you and/or what personal connection you have to it. Also, clarify its context in your career-related study.

B. Identification of the ethical dilemma within the issue -
Remember our work with ethical dilemmas. A dilemma is not a topic with a clear right/wrong solution. Each side has opposing views, but each has valid reasons. A dilemma is sort of a choice between right and right (by weighing different factors differently based on your perspective); no perfect solution exists.

Based on the issue you've chosen, word a question that presents a true dilemma. Consider starting the question with "Should" or "If…then should…" If your question has only one moral choice, try again to zero in on a dilemma that is more complicated/nuanced.

C. What are the different perspectives involved?
List various perspectives you expect to encounter and at least one person/company/group that might hold this perspective.

Perspective 1:

Stakeholder(s) for this perspective:

Perspective 2:

Stakeholder(s) for this perspective:

Other perspective(s)?

Stakeholders:

D. What is my point of view on this? Can I justify this?
Here, record **your initial stance** on the dilemma you're investigating. *(As you research, be open to a change in stance, or at least a softening/ understanding of the merits of all sides.)*

E. Format of the reflective project –
Review your format choices on pp. 12-13 of the RP student guide. Choose two formats you'd most like to consider. Which format can work in your favor to enhance your project rather than make it more difficult to show your research and ideas? Below, do some work to determine which format might be the best choice for you (personal abilities) and your topic (perspectives/research to present).

Format Choice 1: _____	
Requirements of format:	
Potential advantages/ strengths of format	**Potential disadvantages/ weaknesses of format**

Format Choice 2:	
Requirements of format:	
Potential advantages/ strengths of format	**Potential disadvantages/ weaknesses of format**

Based on my charts and my expertise, I am planning to use the following format:

Here's why:

F. How and where they will you find material for this project?
Review the difference between primary and secondary research. Then list the following based on the literature review and brainstorming you completed over the summer.

Primary source possibilities (include at least one person you could interview *for each perspective*). Note potential perspective and/or bias of each source.

Online database articles:

Print source possibilities:

G. How will I contextualize the dilemma within a local or global community?
How will you define community for this project? Will it be a career community, a local community, a global community? How will you collaborate with members of the community?

"community" =

ideas for researching and understanding impact:

H. How do cultural perspectives affect the perspectives on the issue?
As you conduct both primary and secondary research, you must analyze your findings to determine what cultural influences are at work in the various perspectives of your ethical dilemma. Write your initial thoughts/ guesses/ hypotheses about how culture (and you must delineate what type of culture) has influenced the perspectives (this may change as you research).

I. What supporting evidence will support this?
As you research, keep in mind that any claims you make are supported with research. Otherwise, your project falls apart. Include your research notecards in your RP binder.

J. What is my point of view on this? Can I justify this?
After concluding research and analysis, record your **point of view at the conclusion of research**. Reflect on how it has or hasn't changed, and why. Be sure to include this reflective aspect in your RP.