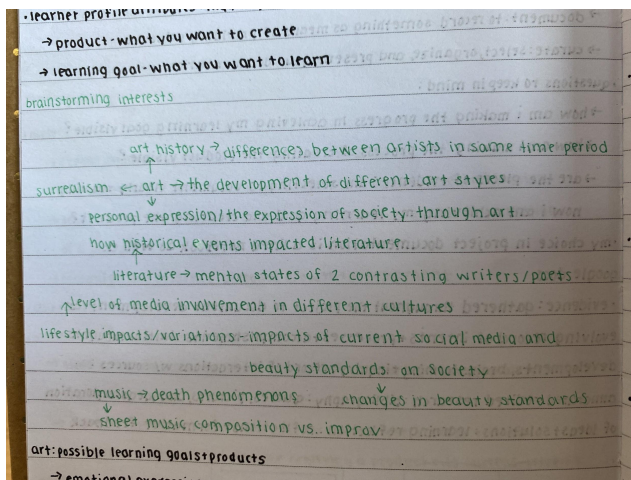In this process of planning, creating, and reflecting on my personal project, there have been a plethora of learning curves, adaptations, and approaches to learning that I've needed to apply to my work and work ethic. This report will be an overview of my experience, intentions, and outcomes throughout this process of learning, researching, decision making, and reflecting. Through the MYP criterion and objectives there are specific points of review that I will be focusing on and specific pieces of evidence I will include to make an informative and understandable documentation of my personal project.

Objective A: Planning

My initial learning goals in this process were to learn how to synthesize information and artistically create a visual representation of said information. As more of a side goal that I liked to identify as a research goal rather than a learning goal was understanding on some base level the effects of social media by studying through both science and opinion/experience. Through these goals my initial aim for my product was to create a painting based on the impacts of social media.

These goals, however, were not something that I was set on from the very beginning. In my process journal I did multiple brainstorming activities helping me to decide what my project would look like. This is an example of evidence showing my thought process prior to the beginning of my project:

Though I knew I wanted to do something creative or artistic for my product, the topic was something I struggled with somewhat slightly. From my personal interests of art history, to music, to literature, the possibilities seemed virtually endless which put a certain pressure on my decision making skills. Through these brainstorming activities I was able to create a clear plan for my project I was to complete.

My action plan entailed interviewing ten people, of various backgrounds and ages and that were simply overall different from one another, and synthesizing and expressing their words into a visual product. I planned to make three different artworks, all which represented something I found that was meaningful within the interviews. The action plan also included a basis of general research on the effects of social media on today's generation, meant to further

my understanding and to be able to compare factual studies to individual perception. More specifically I wanted to have 2 pages of notes in my notebook on the scientific findings and implications as well as the sources of those findings to include in my bibliography.

My success criteria was determined through planning and brainstorming what would be appropriate given my learning goal. Given that a main focus of mine was to synthesize information, I created three primary criteria which included gathering the information, putting it to use, and reflecting and explaining on those two processes. I created a chart following the guidelines of the MYP chapters which outlined what the specifications and expectations would look like:

With my learning goal and success criteria decided on, The final step was to create the specific steps I was meant to follow in order to successfully meet the expectations set in my success criteria. While I had other goals I wished to achieve throughout the process of my personal project, these are the areas I wanted to focus on, so I created a plan that integrated outside research and set goals for myself that I would check in on every so often. I created side-note goals throughout my research process, for example:

	specification 1	specification 2	specification 3
fully meets expectations	Conduct a minimum of 10 questions interviews, each containing the same questions. The interviews are conducted on a wide age range, and the questions extract useful and meaningful information that can be applied to my product.	Create 3 detailed artworks that clearly demonstrate full effort and understanding. Each artwork should directly link/correlate to the interviews. Each artwork should be a visual representation of obtained perspective through metaphor/directly.	Each piece of art is accompanied by 150 words explaining and justifying the significance and meaning, as well as directly stating the relation of the art and the interview.
mostly meets expectations	8-10 interviews are conducted through a noticable range of people. The questions help me obtain reasonable information to use in my product.	Create 3 artworks that have a justifyable link to the conducted interviews, and noticable effort.	Each artwork has a 100 word explanation as to how it relates to the interview.
partially meets expectations	5-8 interviews are conducted through a slight variety of people. The information gathered is somewhat applicable to my intended product.	2 pieces of artwork are created with vague connections to my interview responses.	Each artwork has a general summary proving its inspiration.
begins to meet expectations	3-5 interviews are conducted in attempts to create a basis of research for my product.	2 pieces of art are created with no clear connection to the research.	short vague explanations accompany each artwork.

GOAL: 2 notebook pages (front and back) containing credible accounts outlining the science and psychology behind social media and its impacts.
PURPOSE: to be able to compare+contrast fact from finding, and gain a better understanding from this process

GOAL: use and cite 5 non-interview sources
PURPOSE: to use a variety of ways to help me understand my topic better

GOAL: use an unfamiliar medium in 1 portion of my product
PURPOSE: to show versatility and growth in the ways I choose to represent my findings

These goals were simply checkpoints

Order of events:

- create interview questions
- begin interviews and general research
  - → document in journal
- apply inquiry into personal + cultural expression
- complete interviews and research
- reflect on what you've learned and organize information accordingly
- pull out quotes + topics
- create artistic idea synthesis
- write the explanations
- begin report

throughout the project to keep myself interested, engaged, and on task. I put more of a heavy focus on the success criteria, and created an organized plan as to how I was to complete my research and product.

Through these plans and goals I was able to see the connections between my learning goal and my intentions. My planning showed my focus on the product and the synthesis of information, which fell in place with my original intentions.

Objective B: Applying Skills

Through My research and creating my product, ATL skills were highly necessary and noticeable. I noted down the ATL skills I found necessary at different points through the project, and their definitions and reasons for use. This helped me to understand where I was in the process and how to further my progress.

- media literacy skills
  - → locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources + media (digital + social media and online networks)
  - → seek a range of perspectives for multiple and varied sources
  - → revise understanding based on new information/evidence
  - → identify obstacles + challenges
- creative thinking skills
  - → create novel solutions to authentic problems
  - → apply existing knowledge to generate new ideas/products/processes
  - → practice visible thinking strategies/techniques
- transfer skills: utilizing skills/knowledge in multiple contexts
  - → apply skills + knowledge in unfamiliar situations
  - → inquire in different contexts to gain a different perspective
  - → combine knowledge, understanding and skills to create products + solutions

An approach to learning that was very prevalent throughout this process was time management skills. I managed and organized my time through to do lists and organizers, and made sure to set reminders and expectations for myself that would help me stay on task.

april 14th and 15th to-do list (weekend)

- science
- design final product ✗
- MYP interviews · 7 ✗

3 Mar   Event Details   Edit

MYP

Thursday, 3 Mar 2022
from 03:00 to 04:00

02:00
03:00   MYP
04:00
05:00

Calendar   • susuturn@gmail.com
Alert   30 minutes before
Notes   Complete notes on chapter 3

Time management was vital to completing my learning goal because without it my time wouldn't have been evenly distributed and the product wouldn't have come together the way I wanted it to. It contributed significantly to the completion of the project, and the quality of it as well. Time management and organization went into every aspect of the project, be it planning, researching, creating, or reflecting. Within the realms of time management, another ATL that played a large role was organization skills. Without those skills my time management would be poor and unorganized, and I wouldn't be able to accomplish my goals with the intended levels of efficiency. Both of these tie into the ATL balanced: with the organization and management of my time, I had to effectively balance my other activities and assignments.
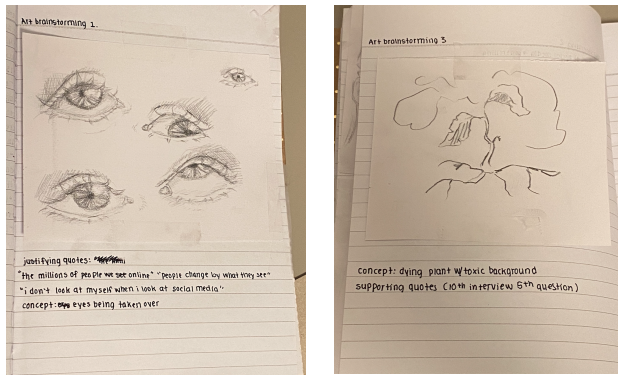
Along with time management skills, I needed to use self management skills. The process of bringing my idea to life wasn't solely based around the ideology that my time and tasks had to be organized in a specific manner, it was much more than that. I had to recognize the self discipline that it took to create something, and the management it would take to obtain a mindset appropriate for the purposes of idea synthesis and understanding other people's point of view. A lot of this project had to do with understanding other people's thoughts and feelings, so my management of my individual self was that of creating a headspace that could simultaneously process and produce information. In that, I also had to give myself reminders that not everyone thinks the same, and just because I don't fully understand something that someone else says doesn't mean the information is invalid.

Communication and social skills were heavily required and used throughout the process of my personal project. My interviews had an age range of 5 to 76, and were conducted in a total of 3 different languages. This took very apparent communication skills, and while these processes required social skills it also developed these skills to a higher level. Figuring out ways to alter my questions to fit the situation, be the person younger and therefore requiring simpler language or more explanation; older, requiring more information on social media; or not english speaking, requiring language switches and translations.

While these are some examples of skills required in the making of my project, there were skills used prior to beginning this process that are important to acknowledge. Planning skills are unquestionably relevant to my project, and this is an approach to learning I had to develop more seriously in the span of time spent on my research and product. Examples of this planning and preparation can be seen through

each step of my project. In preparation for the initiation of the project I created notes specific to myself and my understanding to help my comprehension of understanding the project objectives:

I also created detailed plans for my artwork that I annotated for a more sufficient grasp on my upcoming tasks, showing planning skills and organization.

Art brainstorming 1.

justifying quotes:
"the millions of people we see online" "people change by what they see"
"i don't look at myself when i look at social media"
concept: eyes being taken over

Art brainstorming 3

concept: dying plant w/toxic background
supporting quotes (10th interview 5th question)

- aims
  → explore an interest that is personally meaningful
  → take ownership of your learning by undertaking self-directed inquiry
  → transfer and apply skills in pursuit of a learning goal and the creation of a product
  → recognize and evidence personal growth+development
- objectives:
- planning-assessment criteria a
  → state a learning goal for the project+explain how a personal goal/interest led to it
  → state an intended product and develop appropriate success criteria
  → present a clear, detailed plan for achieving a product +its success criteria
- applying skills-assessment criteria b
  → explain how the ATL skills were used to help achieve the learning goal
  → explain how the ATL skills were used to achieve the product
- reflecting-assessment criteria c
  → evaluate the product based on success criteria
  → explain the projects impact on self/learning

Art brainstorming 2
concept: hands of social media → controlling
justifying quotes: "in social medias hands" "people start being controlled by it" "ideas go into your head without you knowing it"
→ sub-concept "head"
ideas
· brain? -control over thoughts

Media and information literacy skills were also highly prevalent but are touched on more sufficiently in the audio portion of my report.

Creative thinking skills were vital. The basis of me having this idea stemmed from me having creative and artistic interests, so using this approach to learning was included in a large portion of the tasks I completed to create my final product. Creative thinking skills entail not only being creative by default, but creating solutions to problems, applying existing knowledge to generate new ideas, and practicing visible thinking strategies. Through my planning and creation, all of this was indispensable.

Creative thinking sparked the use of transfer skills, or utilizing skills and knowledge you may already have in multiple contexts. Throughout the use of every previously mentioned approach to learning, I've had to develop the ability to apply my skills and knowledge in unfamiliar situations; inquire
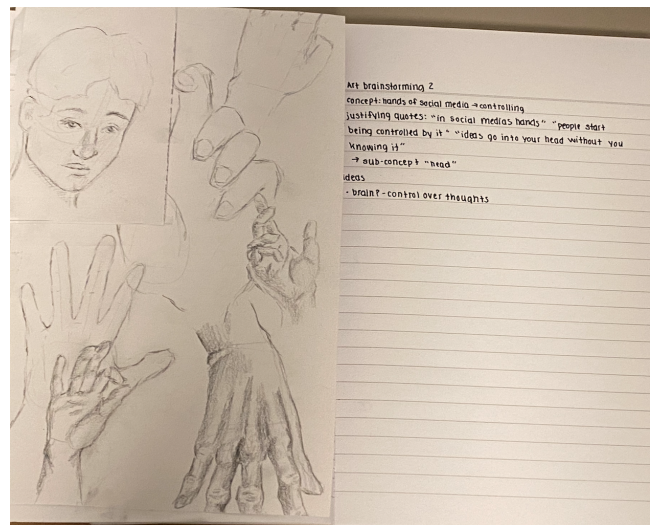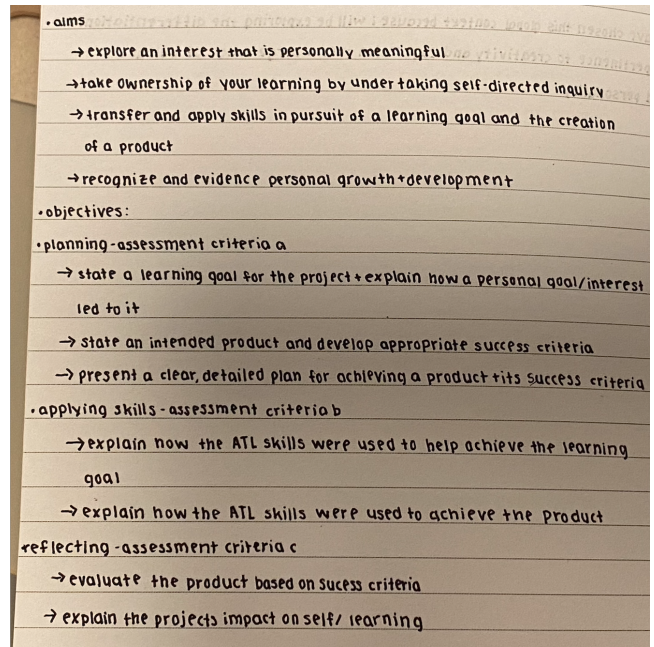
in different contexts to gain different perspectives; and combine knowledge, understanding, and skills to demonstrate and create products and solutions. All of this falls into the definition of transfer skills.

Objective C: Reflecting

The impact that this project had on me and my understanding of both art and the media was unexpected. I feel as if we have adopted social media as a part of our lives, and similar to the feelings we have about breathing and eating and sleeping, it feels necessary to some. While my goal did include understanding social media, I somehow discounted myself from the scenario and created a narrative in my head that this project was to understand the world around me, not myself. This, however, could not be further from the truth. Through other people's words I developed a sense of understanding and connection, and in using all of these different approaches to learning I was able to create an understanding that resonated with me and my experiences.

Looking at my initial success criteria, my product met all the marks. I fulfilled all of my expectations. Looking at the chart I had created I can confidently say that I've successfully conducted ten interviews using the same questions that I asked a wide variety of ages, and extracted useful information for my product; I've created three detailed artworks demonstrating effort and understanding, all of which are directly linked to my interviews and are conveyed as such; and finally each artwork has a corresponding 150 word explanation/justification linking it to the interview.

Looking back on what I have accomplished I've learned a lot about how social media affects my life personally. In hearing these people open up about the effects that they feel social media has had on themselves, and what they've observed around them as a result of social media, I've come to the realization that my life and my experiences will continue to be impacted by social media through the future, and these effects that we are experiencing presently are a recent development that will continue into the future as a part of daily life. The insecurities and pressures that we as a society face aren't as individual as we think they are, and throughout the interviews I found myself sharing opinions and relating to situations faced by people both significantly older and younger than I am. In my product I hope that I have successfully been able to express the hold that social media has gained over our society, and put the thoughts I've gathered into something tangible and sufficiently representative.

The following three paragraphs are evidence I've chosen to include, showing the connections between my artwork and the interviews.

The following three paragraphs are evidence I've chosen to include, showing the connections between my artwork and the interviews.

As seen in the image I have created, my first concept meant to express what I found through my interviews entails an eye that's fading to pixels. This represents the many allusions to eyes and seeing throughout the interviews. Some quotes supporting this include "I only see what I'm 'supposed' to see", "einginn lítur einu sinni út um gluggan til að sjá veðrið, það er allt bara í símanum", "It's hard not to compare yourself to the millions of people you see online", "I think people change by what they see", "the main way I know what's happening in the world" and "I don't look at myself when I look at social media". In this colored pencil drawing I wanted to show the relinquish of control we face in this situation. Your vision of the world around you is skewed, and you are changed by that. You are sucked into a world of comparison and information, both credible and not, that the way you see yourself and the world around you is permanently changed.

As seen in this oil painting, I'm representing the effects of social media through a slightly changed interpretation of marionette puppets. Throughout the interviews I heard many mentions of control, feeling like you have to change, and impressionability. Some quotes supporting this include "it's in social media's hands", "people start being controlled by it", "ideas go into your head without you knowing it", "I think people change by what they see", "I always feel like I have to change myself", "It makes me feel like I need to change myself into something I'm not" and "it puts this pressure on people that they don't even realize exists". In these quotes we are able to see how social media doesn't just affect our external vision and perception, but alters and controls us in ways we aren't fully able to understand. The skeletons represent our thoughts that come into our heads as a result of social media, because they are essentially empty thoughts. The hands controlling the puppets represent the hold it has on our thoughts and perception.

   In this impressionistic acrylic painting we are able to see a dying plant surrounded by essentially nothing. This empty background is a constant represented in all 3 artworks because it shows the way our peripheral vision of the world is deteriorating. The quote that supports and inspired this painting is "það hefur áhrif á umhverfi fólks. Þú kennir ekki blóminu um að vaxa ekki, heldur sólinni og rokinu og rigningunni og fólki sem á að sjá um hann. Samfélagsmiðla skapa umhverfi fyrir fólk þar sem erfitt er að vaxa, og er síðan kennt um það."
   Essentially this is a metaphor saying that the environment created by social media isn't conducive to certain types of personal and social growth, and instead of the environment or the media, individuals are blamed for problems stemming from somewhere completely different than just themselves. I hope that I've conveyed this in my painting. The flowers are dead because there is nothing to allow them to grow.

   All in all this was an educational, informative experience providing me with much personal growth and knowledge.