

# Extended Essay Policy

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This document is meant to be used in addition to the EE Guide, to ensure a common practice among supervisors for the Extended Essay (EE). It should be a guide for both the students and the teachers, and used together with the Extended Essay Guide and the Handbook of Procedures, while working with the EE. It clearly states the responsibility for the school, the teacher and the student. The information and guidelines given in this Policy is taken from the *Extended Essay Guide, 2017* (EE Guide) and combined with our internal procedures.

Within the first weeks of DP1, the students are introduced to the Core and we aim to make the students familiar with CAS, TOK and the Extended Essay (EE). Academic Honesty, skills for undertaking research and writing the extended essay is a part of the introduction to the DP and an integral part of the first IB year. The students will get a handbook for writing the Extended Essay in January of DP1, which provides essential elements of the EE and the research process. This handbook should be used together with the Extended Essay Guide and the Handbook of Procedures.

Before making the final decision on the subject for the EE, the students get a general introduction to the EE, inspiration and ideas from DP2 candidates in the EE seminar and later guidance from a teacher in each subject and read previous essays in the subjects of their choice.

Each subject teacher should not be the supervisor for more than 5 students in total and not more than 4 students from the same class. The supervisors are paid 15 extra hours per EE; 5 hours for reading the students work frequently and 10 hours of guiding the student through the process and ensuring progress.

If there are more than 3 students wanting to do their EE in one particular subject, the IB team collectively decides which subjects students are guided to take as their EE subject, taking the students' strengths as a starting point for the consideration. When choosing a subject for their EE candidates are encouraged to seek an active dialogue with the supervisors who will provide them with advice and guidance to choose their topic area and then their research question.

The candidates have all the relevant information available through an online learning platform, previously Fronter, from Aug 2019 Itslearning. This platform allows students to access guidance and samples, assessment criteria regardless of time and place.

## What to do and when?

Time	EE process	Responsible	Focus
<b>Aug-Sep DP1</b>	Intro to the Core	Coordinator	EE as a part of the Core in the IBDP
<b>Jan DP1</b>	Introduction to Extended Essay, handing out EE handbook to 2IB students	Coordinator	Basic information, academic honesty, assessment criteria
<b>Feb DP1</b>	EE Seminar	Coordinator, 3IB candidates, teachers	3IB students prepare and present their topics and methods to 2IB students in their respective subject groups, inspiration and ideas to 2IB students
<b>Feb-March DP1</b>	Introductions to EE in the subjects, samples	Subject teachers	Approaches & methodology
<b>March-April DP1</b>	Candidates choose their subjects	Candidates, supervisors	Candidates discuss possible topics with supervisors
<b>April DP1</b>	Information retrieval session	The librarian	Research skills using library and online databases, academic honesty
<b>April DP1</b>	Candidate-supervisor agreement signed	Candidates, supervisors	Planning individual timetable and topic for EE
<b>By the end of May DP1</b>	1 <sup>st</sup> Reflection session	Candidates, supervisors	Narrowing down topic, research process and methods
<b>Aug-Sep-Oct DP2</b>	Interim reflection session	Candidates, supervisors	Progress of the research process, adjusting methods and approaches
<b>31 Oct DP2</b>	Deadline for 1 <sup>st</sup> draft	Candidates	
<b>Nov DP2</b>	Feedback session of 1 <sup>st</sup> draft	Candidates, supervisors	How to improve to the final version
<b>15 Jan DP2</b>	Deadline for EE Final version	Candidates	
<b>Jan-Feb DP2</b>	Final reflection session ( <i>Viva voce</i> )	Candidates, supervisors	Authentication of candidate's work, evaluation of research process and methods.
<b>Feb DP2</b>	Deadline for RPPF_e form	Candidates	

## Responsibilities of the school

- Provide training sessions for supervisors run by the extended essay or Diploma Programme coordinator and/or experienced supervisors.
- Facilitate special sessions for students on how to approach research for the extended essay, including use of the internet. The librarian may be best placed to do this with students.
- Support the development of courses on citing and referencing. Supervisors and students must be familiar with the IB documents on this.
- Provide or recommend study skills sessions for students on note-taking and structuring essays.
- Provide or recommend guidance on research methodologies relevant and appropriate to the subject (for example, questionnaire design and interview techniques).
- Support the outline of key milestones, such as internal deadlines.

## Responsibilities of the supervisor

- undertake three mandatory reflection sessions with each student they are supervising
- sign and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. A blank or unsubmitted RPPF will score a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students
- monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- read and comment on one draft only of the extended essay (but do **not** edit the draft); this should take place after the interim reflection session, but before the final reflection session, the *viva voce*
- ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

It is **strongly recommended** that the supervisor:

- read recent extended essay reports for the subject
- spend between three and five hours with each student, including the time spent on the threemandatory reflection sessions
- encourage the development of a Researcher's reflection space for students
- set a clear schedule for the reflection sessions
- ensure that the chosen research question is appropriate for the subject
- advise students on:
  - access to appropriate resources (such as people, a library, a laboratory)
  - research methods

- how to cite and reference.

### **Responsibilities of the student**

Students are **strongly** recommended to:

- develop a Researcher's reflection space as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

*These three sections are taken from the Extended Essay Guide, 2017*