Bahrain Bayan School

IB Diploma Programme

Extended Essay Supervision Process

(Examination Session 2023)

What Is IB Extended Essay (EE)?

- The EE is compulsory for all students taking the Diploma and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The EE is externally assessed. Together with the grade for theory of knowledge, it contributes up to three points to the total score for the diploma.
- The EE process helps prepare students for university and other pathways beyond the Diploma Programme.
- Students must choose a subject for their essay from the list of Diploma Programme subjects in the Diploma Programme.
- The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor and EE Coordinator/ DP Coordinator in the school.
- It is presented as **a formal piece of sustained academic writing** (4,000 words maximum) accompanied by **reflection** (500 words maximum).
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a **supervision process recommended to last three to five hours in total**, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher after the essay is completed.

Reference: https://ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=2&chapter=1&section=4

Aims of the Extended Essay:

Engage and pursue independent academic research on a focused topic within the chosen IB subject.
Carry out in-depth research in an area of personal interest.
Develop the ATL skills of research, thinking, self-management and communication.
Develop creative and critical thinking skills.
Experience the excitement and rewards of intellectual discovery.
Reflect on the research, writing and learning process.

Reference: Extended Essay for IB Diploma- Hodder publication

EE Supervision Process:

Supervision Process Hours: Between 3-5 hours during the 2 concurrent years

Meetings: Three mandatory reflection sessions recorded on the *'Reflections on planning and progress forms'* RPPF & three check-in sessions that involve both student and supervisor input.

Reflections: The EE is a process of reflection on: methodology of research; conceptual understandings; decisions you make; engagement with data and appropriate use of resources; management of time and successes and challenges. *"As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity." (IB EE Guide)*

Refer to: https://ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=1&section=2

Roles of BBS Community

1- The School Administration/ Pedagogical Team:

- ''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. The advantage of the above approach is that it avoids duplication of effort on the part of the supervisors and it does not have to be covered in the three to five hours recommended for the one-to-one meetings between the supervisor and the student.
- Strictly emphasize and apply the BBS and IB Academic Integrity policy by sharing this policy with all school community via Google Doc and on School's Dashboard.'' (IB EE Guide, pp.42-55)

2- The EE Supervisor:

The relationship between the student and their supervisor is probably the most important in the EE process. Their role is described on pages 46-48 of the Extended Essay Guide 2022.

- The supervisor will need to be fully acquainted with the IB Extended Essay updated Guide 2020 and the EE Assessment Criteria.
- The supervisor should guide the student through the learning process **without doing the work for them.** Skillful supervisors use facilitation skills and carefully chosen questions.
- It is mandatory for the supervisor to meet with the student on three occasions throughout the EE process. This includes a short, concluding interview, or viva voce, following the completion of the extended essay.
- The supervisor needs to sign and date each RPPF form after it has been completed by the student.
- Students are encouraged to meet their supervisor for 'check-in sessions' between the three formal and mandatory reflective sessions.
- Writes a report to the Diploma Programme Coordinator if academic misconduct is suspected (e.g. plagiarism).
- The Diploma Programme/Extended Essay coordinator provides all students and supervisors with an introduction to research methods and academic integrity at the beginning of the process.
- Undertakes three mandatory reflection sessions with the student.

- Ensures that students complete the Reflections on planning and progress form, and sign and date the form after each entry by the student.
- Provides a supervisory comment, which is used to contextualize the student's reflections.

3- The Student:
- ''Chooses a subject from the available extended essay list provided by the EE Coordinator. (Refer to BBS EE Registration Form)
- Ensures that the starting point for his/her essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes.
- Observes the regulations with regard to the extended essay, including the IB's ethical guidelines and culturally sensitive topics.
- Reads and understands the subject-specific requirements for the subject in which he/she intends to complete his/her extended essay, including the interpretation of the assessment criteria.
- Meets all internal deadlines set by the BBS IB Office in relation to the extended essay. (Refer to BBS Internal EE Deadlines Calendar Document on School Website, BBS Dashboard and Shared BBS EE Lab Google Drive)
- Reads and understands policies and concepts related to academic integrity, including plagiarism and collusion, for example, and ensures that he/she has acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the General regulations in the Diploma Programme and the 2022-2023 BBS Complaints Procedures and Policies document should there be a breach of these.
- Attends three mandatory reflection sessions with your supervisor, the last of which is the viva voce.
- Records his/her reflections on the Reflections on planning and progress form for submission as part of the assessment of criterion E (engagement).'' (IB EE Guide, pp.42-55)

Important Note: The EE has only one draft supervised by the EE Supervisors. No second drafts are allowed to be checked by the supervisors; it is solely the IB student's role to complete the second draft or final draft.

How Students Choose Their EE Supervisors:

IB students select their supervisors based on the followings:

> The available number of EE subject supervisors.
> The student's personal interest and preference. Therefore, for instance, students who are interested in Sciences need to choose IB Group 4 teachers to supervise their EE. Others, students who are interested in World Studies need to consult their EE Coordinator and IBDP Coordinator to help them choose their supervisors who have an educational experience in their chosen theme.
> After attending the EE orientation sessions, students need to discuss their subject choice with their IB teachers and check the availability of their selected teacher to supervise their EE before submitting their EE registration form to the IB Office.

4- The High School Librarian:

The school librarian has a central role in supporting students in their EE. Their skills are often well suited to this supportive role. The IB Extended Essay Guide (2022:50-52) provides a good overview of their role.

- Is aware of the scheduling of the extended essay process
- Offers lessons and workshops in information literacy and research skills, in coordination with the EE Coordinator and IBDP Coordinator.
- Builds partnerships with public and university libraries.
- Acts as a collaborative support to EE supervisors for extended essay students.
- Supports students in terms of accessing adequate print and online sources.
- Helps the EE Coordinator and IBDP Coordinator in training students and teachers on using the extended essay guidelines and information.
- Provides guidance to students on how to format a formal essay using word processing software.
- In coordination with the EE Supervisors, EE Coordinator and IBDP Coordinator, supports and provides guidance to students on how to develop the Researcher's reflection space using Google forms and drive.
- In collaboration with the EE Coordinator, ATL Leader and IBDP Coordinator, provides training and support on the concept of academic integrity, including an introduction to how to cite correctly and consistently.
- Works across subject areas to help students become lifelong learners through inquiring, gaining and creating new knowledge, and pursuing personal interests.
- Supports students in the development of information literacy and research skills, in coordination with EE Coordinator, ATL Leader and IB DP Coordinator.
- Can provide leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. These are all important concepts and practices students need to understand.
- Works closely with Diploma Programme/extended essay coordinator and supervisors, librarians to provide important and additional support in the development of students' skills.

5- The EE Coordinator / IBDP Coordinator:

The Diploma Programme/extended essay coordinator plays an important role in implementing and managing the extended essay research and writing process. As a pedagogical leader the coordinator will set the tone for how the extended essay is undertaken and how students and supervisors engage with the process.

- ''Ensures that extended essays conform to the regulations outlined in the the Diploma Programme official guides.
- Ensures that students select the subject for their extended essays from the list of available subjects for the May session in question before choosing a topic.
- Ensures that each student has an appropriately qualified supervisor, who is a teacher within the school.
- Introduces, explains and supports the reflection process.
- Provides supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in the IB EE Guide and the accompanying teacher support material.

- Ensures that the Reflections on planning and progress form (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E.
- Provides exemplars of extended essays to supervisors and students.
- Ensures that supervisors and students are familiar with the IB documents Academic Integrity in the IB educational context and Effective citing and referencing.
- Explains to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.
- Explains to students that they will be expected to spend up to 40 hours on their extended essay.
- Ensures that students are taught the necessary research skills, including those related to academic integrity and technology literacy, which refers to the ability to access and use technology responsibly. This includes accessing and using electronically based sources.
- Supports the introduction and use of the Researcher's reflection space as an integral part of the extended essay process.
- **Limits the number of students allocated to each supervisor to ensure the appropriate level of supervision can be provided for each student. At BBS, the allocated number of students is a maximum of 4 students. However, in some cases and due to the limited number of some IB Course teachers, and in agreement and consent of the IB subject teachers, the number may reach to 5 or 6 in a case by case situation, if needed. In some cases, the school may request the Middle School teachers who have an IB teaching background to be assigned as EE supervisors.**
- Provides appropriate training and ongoing support for supervisors.'' (IB EE Guide, pp.42-55)
- In coordination with the IT Department, all supervisors receive training on how to use Turnitin (plagiarism check digital engine).

6- Parents:

- Read and understand the BBS and IB Academic Integrity Policy.
- Collaborate with the EE supervisor in making sure that their son/daughter meets the BBS EE Deadline Calendar.
- Participate in IB Office Orientation sessions on EE and ATL skills sessions.
- Are aware of the school's Complaints Policies and Procedures document.
- Need to sign a consent letter if the chosen research topic violates the BBS EE culturally sensitive researched topics policy.

Phases of the EE Supervision Process:

Phase 1: EE and Academic Integrity Orientation

The EE Coordinator and IBDPC conduct an introductory workshop for Grade 11 focusing on the EE process, research skills, Academic Integrity policy and EE requirements. Students receive their BBS EE Handbook/Guide for more guidance and details about the requirements of the subject. A Google folder will also be shared with students for resources and more guidance.

Phase 2: Subject and Topic Selection

Research workshops will be organized for Grade 11 about the research process and the use of Turnitin. Students decide on their preferred researched subject area towards the mid semester of their Year 1 and later EE supervisors will be selected as per each student.

Phase 3: Research Question & Check in Sessions 1

Students decide on their research question and consult their supervisor to guide them in narrowing the focus of their research and framing a research question. Initial research ideas, primary & secondary resources, research questions and outlines will be discussed with the EE Coordinator/Supervisor during the first and second check in sessions. Students will focus on planning and organizing themselves and managing the researcher's reflection space (RRS).

Phase 4: Check in Sessions 2 & First Formal Reflection

Initial research ideas, primary & secondary resources, research questions and outlines will be discussed with the EE Coordinator/Supervisor during the first and second check in sessions. Students will focus on planning and organizing themselves and managing the RRS. First reflection on planning and progress of students will be entered and the development of refined research proposals will be monitored and supervised by the EE Coordinator/Supervisor.

Phase 5: First Formal Reflection

First reflection on planning and progress of students will be entered and the development of refined research proposals will be monitored and supervised by the EE Coordinator/Supervisor.

Phase 6: Check in Session 3 & Development and Discussion of the Parts of the EE

In the third check-in session, students develop their essay and check their Coordinator's/Supervisor's comments on the full draft of the essay. Students make sure that the essay:

- Has a clear introduction that addresses the research question (RQ)?
- Complies with the EE requirements, including the proper paper format.
- Has proper referencing and citing.
- Abides by BBS and IB Academic Integrity policies.

Phase 7: Interim Reflection & First Draft of the Extended Essay

The interim reflection is entered on the RPPF . Several points will focus on research questions, research process, research topic, argument and analysis of the essay, evidence, and critical thinking.

Phase 8: EE Workshop & Final Reflection (Viva Voce)

A workshop conducted by the EE Coordinator /Supervisor is organized for Grade 12 students before their final reflection.

Phase 9: Final EE Draft- Completion of the RPPF, Final Reflection (Viva Voce), & EE and RPPF Submission

Following the final reflection session, the following steps should be followed:

- The student must complete the last candidate comment section of the RPPF.
- The student then signs and dates the form and submits it to the supervisor.
- The supervisor adds the final comment to authenticate the process by signing and dating the form.

Students submit their final essay which can be followed up with viva voce. The supervisor should have read the final essay in preparation. Students complete their Researcher's reflection space and describe how they have grown as a learner through the process and indicate the personal significance of the work they have done.

The extended essay and RPPF are submitted to the IB after being checked against Turnitin for authentication and academic integrity purposes.

Extended Essay Timeline/ Deadline Calendar- Year 1

Grade 11/ Y1 (2022-2023)- 2024 May Examinations Cohort

August 2022	
Year 1 students start school on August 28, 2022	
September 2022	
Date/Deadline	**Event or Action**
September 1 *	DP Orientation for Grade 11 Parents and Students (Open House) -tentative
September 6	DP Orientation & FAQ Session for Grade 11 Students
September 19	Grade 11 IB students meet with DPC to discuss IA Calendar
October 2022	
Date/Deadline	**Event or Action**
October 13	EE Grade 11 Introductory Workshop & Distribution/Sharing of BBS EE Guide & IB updated Referencing and Citing Guide & Tips on how to use ManageBac
October 30	Grade 11 sign up the EE Form
November 2022	
Date/Deadline	**Event or Action**
November 1	ATL workshop for Grade 11 Students
November 15	Students' EE Supervisors names are announced
November 22	Student-Supervisor Contract and BBS Academic Integrity Policy are signed
November 16-30	Full IB students meet with EE Supervisor- Research Question & Essay's Outline discussed
November 27- December 1	Grade 11 Students fill in the EE Agreement Form
December 2022	
Date/Deadline	**Event or Action**
December 1	Final due date to fill in the EE Agreement Form (full IB Students only)
December 5-8	Guided by the EE Supervisors , EE Coordinator, ATL Leader and Librarian, students work on their EE research (collecting data, researching primary & secondary sources, formulating and finalizing research questions, etc.)
December 16- January 5 (Winter Break)	
January 2023	
Date/Deadline	**Event or Action**
January 22	EE First Reflection on Planning and Progress (RPPF) is due
February 2023	
Date/Deadline	**Event or Action**
February 12-26	Grade 11 Students visit the Innovation Hub and Zakat Al Elm Library to discuss with School Librarian, EE Coordinator and EE Supervisors their EE Research Process and progress
March 2023	
Date/Deadline	**Event or Action**
March 1-30	EE Coordinator & Supervisors Monitor students' EE progress Individual candidates meeting with EE students and Supervisors with IBDPC
April 2023	
Date/Deadline	**Event or Action**
April 4 *	World Book and Copyright Day& World Intellectual Property Day- Related to IB EE and IAs- tentative
April 26	First draft of EE (1,500 words) is due and submitted to the EE Supervisor

May 2023	
Date/Deadline	**Event or Action**
May 14- 25	Full IB students have an unofficial meeting with the EE supervisor. All data will be documented and updated on ManageBac by the student and supervisor
May 23-25	EE/TOK/CAS Checkout form signed by students and concerned IB staff & submitted to IBDPC
June 2023	
Date/Deadline	**Event or Action**
July 2023	
Date/Deadline	**Event or Action**
July 1- August 30	Students continue working on their EE during July and August, 2023 and update their EE Journal Space Progress on ManageBac

Extended Essay Timeline/ Deadline Calendar- Year 2

Grade 12 / Y2 (2022-2023)- 2023 May Examinations Cohort

August 2022	
Year 2 students start school on August 28, 2022	
September 2022	
Date/Deadline	**Event or Action**
September 1*	DP Orientation for Grade 12 Parents and Students (Open House) -tentative
September 25	EE- Second Meeting with Supervisor- Interim Reflection is Due (RPPF)
October 2022	
Date/Deadline	**Event or Action**
October 2	Grade 12 Students Orientation with DPC to discuss IA Calendar
November 2022	
Date/Deadline	**Event or Action**
November 27-29	Extended Essay- submission with completed RPPF /Check against Turnitin
December 2022	
Date/Deadline	**Event or Action**
December 16- January 5 (Winter Break)	
January 2023	
Date/Deadline	**Event or Action**
January 25-26	Extended Essay- Final Reflection (Viva Voce) (RPPF) is due
February 2023	
Date/Deadline	**Event or Action**
March 2023	
Date/Deadline	**Event or Action**
April 2023	
Date/Deadline	**Event or Action**
April 2	EE Predicted Grades (EE PGs) are uploaded on IB system
April 28	Official May 2023 Examinations First Day
May 2023	
Date/Deadline	**Event or Action**
May 19	Official May 2023 Examinations Last Day
June 2023	
Date/Deadline	**Event or Action**

July 2023	
Date/Deadline	**Event or Action**
July 6	**IB results are issued.** **Students access their results by logging in <u>candidates.ibo.org</u>, and using their IB Personal Code and Pin.**
August 2023	
Date/Deadline	**Event or Action**
August 20	**Grade 12 request of EUR starts (Enquiry Upon Results) - Remarking of Course Components- Directly Contact the IBDPC**
End of August- Mid of September	**IB Diplomas, Subject Results (Grades) , and legalization certificates are delivered to school**
August 20	**Grade 12 request of EUR starts (Enquiry Upon Results) - Remarking of Course Components- Directly Contact the IBDPC**
September 2023	
Date/Deadline	**Event or Action**
September 7	**Deadline of EUR (Enquiry Upon Results) requests**

References:

- International Baccalaureate. "IB Resources Center- Extended Essay (First Exams 2018)." *Authentication Selector*, Feb. 2021, 7:30. https://resources.ibo.org/dp/subject-group/Extended-essay-first-assessment-2018/resource/11162-43483/?c=3d5975ea

- International Baccalaureate. Published on Feb. 2016 and updated on May 2022. 'Extended Essay Guide'. Geneva, Switzerland.

- Taylor, Chris, and Paul Hoang. *Extended Essay for the IB Diploma: Skills for Success - Skills for Success*. Hodder Education, 2017.

- "INTHINKING Subject Sites." *ThinkIB*, https://www.thinkib.net/.

- "Managing Extended Essay (EE) Worksheets - Managebac." *Https://Www.managebac.com/*, https://help.managebac.com/hc/en-us/articles/360018798712-Managing-Extended-Essay-EE-Worksheets .

1 Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).

2 Read the following materials: the assessment criteria, relevant subject-specific chapter of the *Extended essay guide*, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.

3 Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.

4 Choose a topic and undertake some background reading on it.

5 Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.

6 Draw up an outline plan for the research and writing process. This should include a timeline.

7 Begin to identify how and where they will gather source material for their research.

8 Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.

9 Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.

10 Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.

11 Undertake some preparatory reading in light of the proposed research question. *If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*

12 Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.*