

The role of the supervisor in the extended essay

Category 3, IB Diploma Programme

Andrew Watson, May 26-28 2022

About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

A **Category 3** workshop builds on and enhances professional development portfolios. Participants will delve deeper into topic areas and strengthen their understanding and mastery of a connected Core. These workshops are suitable to all educators including those who do not teach IB programmes.

This workshop will help you increase student engagement in the three elements of the DP core. You will develop and build on your understanding of the aims of the core and how the elements work together to support student learning across all DP subjects and to support their development into independently functioning global citizens. During the workshop, you will examine the relationship between school context, mission and the Core and develop practical strategies to

meet your differentiated, demonstrated needs. You will gain a strong sense of what makes the DP core a special experience for students and strengthens their resolve to be life-long learners.

Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, I will send you to do some pre-reading and ask for your reflections.

APPS and materials

Please ensure that you have access to and understand how to use the following:

- GoogleDrive, Padlet, Mindmeister, Flipgrid
Mentimeter

And you will need some coloured felt tips and A3 paper to hand...

DAY 1

UK Time	Session	Objectives	Session Content
08:30 – 08:55	Workshop Set Up	Ensure all participants have connectivity and access to materials and apps Introductions	Welcome, navigation, app usage, general housekeeping Introductions (Drawing)
08:55 – 09:00	BREAK		
09:00 – 10:00	1.1 The nature of the extended essay	<ul style="list-style-type: none"> • To discuss the overall nature of the extended essay, how it fits into the Diploma Programme and its philosophy • To explore the idea of coherence in the DP core • To appreciate connections between TOK, CAS, the EE, ATL and the LP, enhancing the transferability of skills • To appreciate the commonality and transferability of skills between the PYP Exhibition and the MYP Personal project, CP Reflective project and the DP Extended essay, and in and between DP subjects. 	<ul style="list-style-type: none"> • Burning questions • What is an IB education? • The Diploma Programme model, international-mindedness, ATL, the Learner Profile and interconnectedness between the core elements of TOK, CAS and extended essay. • The nature, purpose and potential of reflection (i).

10:00 – 10:15	BREAK		
10:15 – 11:45	1.2 Overview of the extended essay and the extended essay process	<ul style="list-style-type: none"> To discuss key must-know features of the extended essay To understand the general and subject-specific requirements and constraints applicable to the research and writing of the extended essay To appreciate IB policies (including academic integrity) To discuss the sequence of meetings in the EE process (mandatory reflection sessions, check-in meetings, meeting to discuss the draft) To appreciate the roles of the EE coordinators. 	<ul style="list-style-type: none"> Knowledge audit: What do we know / what should we know about the EE? Subject-specific requirements and advice IB policies & expectations The EE adventure Subject sequencing Meeting students' demonstrated and differentiated needs in the EE Coordination & support.
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3 Researching the extended essay	<ul style="list-style-type: none"> To appreciate the notion of pathways and the processes which lead to good research questions To consider what makes good research questions good To consider the ATL and other skills, techniques and habits needed for both exploration and for focused research To discuss the roles of the school and of the supervisor in building and reinforcing these skills as needed. 	<ul style="list-style-type: none"> The inquiry process Simulation of the information search process Skills and sub-skills for research Exit Cards.

DAY 2			
UK Time	Session	Objectives	Session Content
09:00 – 10:30	2.1 The nature of the meetings, the role of reflection	<ul style="list-style-type: none"> To discuss reflection in the DP core, in DP subjects and in other IB programmes To appreciate the role of the Researcher's Reflection Space (RRS) in enhancing research, writing and reflection To understand how supervisor guidance can enable analytical and evaluative reflection and enhance the completion of the <i>Reflections on planning and progress</i> Form To consider the purpose of the different meetings and how they support the student To understand that the RPPF records reflections on planning and progress (as opposed to a report of planning and progress). 	<ul style="list-style-type: none"> The nature, purpose and potential of reflection (ii) Meetings with students <ul style="list-style-type: none"> The three mandatory reflection sessions The discussion of the draft Check-in & ad-hoc meetings Tools to aid reflection <ul style="list-style-type: none"> Drawing on your own experience Annotated bibliographies Research journals Researcher's Reflection Space Reflection sessions and the RPPF.
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	<ul style="list-style-type: none"> To discuss what makes academic articles and papers academic - the goal of the extended essay 	<ul style="list-style-type: none"> What makes an academic paper "academic"? Citing and referencing

	Writing the extended essay	<ul style="list-style-type: none"> To appreciate that citing and referencing are about the demonstration of scholarship even more than they are about academic honesty/ integrity To appreciate the conventions of academic writing used in the subjects which participants are teaching and/ or supervising To suggest strategies for enabling students independently to proofread and "polish" their essays. 	<ul style="list-style-type: none"> Deconstructing an academic paper Proofreading – how much help?
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3 Supporting the extended essay process	<ul style="list-style-type: none"> To appreciate the potential roles of the library and the librarian To gain an overview of the support available on and in the EE website To understand the importance of staying up-to-date and consider strategies for facilitating this. 	<ul style="list-style-type: none"> Exploring the potential of the role of the library/librarian Treasures on the EE website and in the PRC Staying up-to-date Exit cards.

DAY 3			
UK Time	Session	Objectives	Session Content
09:00 – 10:30	3.1 Assessment of the extended essay	<ul style="list-style-type: none"> To understand the assessment process To gain understanding of the assessment criteria To appreciate the holistic nature of the assessment To appreciate how the EE examiner's report/s can enhance understanding of the assessment criteria and so guide guidance. 	<ul style="list-style-type: none"> The assessment process The assessment criteria Reading examiner reports Assessment activity.
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2 Assessment of the extended essay (2)	<ul style="list-style-type: none"> To appreciate the application of the assessment criteria in assessment of the essay 	<ul style="list-style-type: none"> Assessment activity.
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3 Supporting interdisciplinary extended essays	<ul style="list-style-type: none"> To understand the requirements of an interdisciplinary extended essay To explore possibilities for integration of contexts, concepts and methodologies of two subjects in the research for and writing of an interdisciplinary extended essay To (re-) consider the importance of the ATL skills in the research and writing of the extended essay. 	<ul style="list-style-type: none"> World studies extended essay (WSEE) Reflective Activity Planning for success <ul style="list-style-type: none"> What do I now know that I did not know before? What must I take back / pass on to others? What do I do now? next steps?

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