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**Extended Essay Supervision
A description of the supervision of extended essays
Evaluated 30 August 2024**

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1. Description of the process of supervision

The IB DP School No 006264 appointed the EE coordinator to supervise and facilitate the process of the EE writing both for the students and the teachers. The present EE coordinator took part in the workshop on 8 - 10 April 2022: IBAEM subject sessions for DP - Category 3 - Managing the extended essay (English).

The EE coordinator is obliged to facilitate communication between all the parties involved, i.e. the Head of the School, the DP coordinator, students, teachers and parents.

The process of supervision is based on the following principles:

- Collaboration
- Sharing the knowledge and good practices
- Group and individual discussions
- Formative feedback, reflection and evaluation
- Support, guidance and understanding
- Communication
- Focussed objectives
- Personal and skills development
- Finding ways to solve problems
- Following the rules set by the IB and the school
- Academic integrity

The EE coordinator familiarizes the students and the teachers with the documents such as the EE Guide, RPPF, Academic Integrity, sample EEs as well as organises workshops for the students and the teachers.

The students take part in a series of workshops conducted by chosen expert teachers. The meetings take place at the beginning of DP1 and aim to introduce the following areas: generic information concerning the EE, research methodology, referencing, ways of searching and selecting the resources. (*Appendix 2*)

The teachers take part in workshops conducted by expert teachers or individual meetings with the EE coordinator during which various current issues are discussed. The teachers are updated via email, during individual consultations or general meetings. (*Appendix 3*)

The teachers are encouraged to share good practises, look for solutions to problems and share their knowledge any time with all members of the staff.

The students who encounter problems, which may be various in nature, are assisted primarily by the supervisor, by the EE coordinator, the DP coordinator, school pedagogue and psychologist. In particular cases certain problematic issues might be resolved with the assistance of the Head of the School and the parents, all in line with the Assessment Policy, internal as well as IB recommendations.

2. The EE Report Form – internal deadlines

The EE coordinator provides each DP1 student with the internal document, referred to as Extended Essay Report Form, which outlines the suggested stages of the EE writing process. The document also sets the deadlines for the mandatory as well as the check-in sessions. Such an idea allows the teachers, the students and the EE coordinator to control the work on its particular stage. What is more, it helps the students manage the time accordingly, schedule meetings and in general work in a more methodical way. (*Appendix 1*) Students are also provided with a leaflet the content of which is based on the EE Guide.

In cases when a student decides to change the subject, the topic, the RQ or the supervisor, the internal document allows to keep record of such decisions. However, the students are informed that such change can be avoided if the initial part of the process is spent well on research, formulation the topic and the RQ.

The students are obliged to meet the internal deadlines. However, due to the fact that certain types of EEs are very specific in nature, individual deadlines may be set. Such changes might be consulted with the EE coordinator.

3. Choice of supervisor

The EE coordinator provides information to students in a written form on the choice of subjects and qualified teachers who can serve the role of a supervisor. Students are told well in advance that one teacher can supervise maximum five EEs. The information is passed on to the students at the end of the school year prior to the commencement of the DP. The students are advised to choose the subject of the EE that suits their interests and/or further academic career the best.

The students are advised not to choose subjects in which the school cannot provide any qualified teachers, and which would require external assistance as well as extra costs for the organisation or parents.

4. General assistance

The supervisors assist the students during the process of writing in line with the IB expectations as well as internal agreements, e.g. when and how to conduct the mandatory sessions. The time spent on the supervision can be up to 5 hours. Ways of communication are agreed on and they usually include individual meetings on the premises of the school, virtually on Google Classroom or email messages. There are no set hours for such meetings. Consequently both the students and the teachers need to compromise on that matter.

The supervisors conduct the meetings in person or virtually, give advice or suggestions. They do not annotate the EEs or give any feedback in writing. The students come to meetings well prepared with notes and problems to discuss.

The EE coordinator is available to the students, the teachers and parents during her office hours set in the general weekly timetable. It is possible to schedule a meeting with the EE coordinator on the premises of the school or virtually on Google Classroom. What is more, it is possible to schedule a meeting with her at her convenience outside the office hours.

The students are provided assistance of the teacher responsible for operating the antiplagiarism programme. The teacher informs the students how to use it and how important it is to follow the rules of academic integrity. The teacher cooperates with the ICT Manager.

The DP coordinator is available during her working hours on the premises of the school or virtually on Google Classroom or can be contacted via email messages. The students, teachers and parents can ask her assistance in case of any problem. The DP coordinator explains and facilitates the process of uploading the EEs to the eCoursework.

The school librarian is helpful and takes her role extremely seriously. She is available and ready to help during her working hours. The librarian can also be contacted via email messages or virtually on Google Classroom.

5. References

Extended Essay Guide, published in 2023
Handbook of Procedures for the Diploma Programme
Academic Integrity for the Diploma Programme

6. Appendix 1 - Extended Essay Report Form

Extended Essay Report Form

I Liceum Ogólnokształcące Dwujęzyczne im. E. Dembowskiego in Gliwice
IB School 006264

STUDENT'S NAME:

EE SUBJECT:

RESEARCH QUESTION:

EE SUPERVISOR:

Change of the supervisor: (date and signature)

ANY CHANGE OF THE SUBJECT, TOPIC OR RQ: (date and signature)

INTERNAL DEADLINES AND MEETING SESSIONS

INTERNAL DEADLINES	Supervisor's approval (date and signature)	Supervisor's comments
1 September 2023 – 30 November 2023 Choice of supervisor and subject. Workshops on the EE essentials.		
December 2023 Research notes, preliminary bibliography, preliminary topic and preliminary RQ. Individual timeline. Preparation for the first reflection session.		
March 2024 Topic, concepts, arguments, RQ and methodology are discussed. The first formal reflection session.		
June 2024 Methodology, arguments, concepts, working and varied bibliography reviewed. Preparation for the interim session. Rough text may be ready (e.g. introduction and one or two chapters or the body of the EE)		
15 October 2024 First draft of EE is completed. The interim reflection session.		
20 December 2024 The completed EE is handed in and this condition is nonnegotiable!!!! Supervisor's comments on the final version of the EE. Preparation for the submission of the EE.		
15 January 2025 – 15 February 2025 Submission of the EE. Preparation for the final reflection session.		
15 January 2025 – 15 February 2025 The final reflection session (Viva voce)		

Extended Essay Report Form

I Liceum Ogólnokształcące Dwujęzyczne im. E. Dembowskiego in Gliwice
IB School 006264

SCHEDULE OF THE MANDATORY REFLECTION SESSIONS AND OCCASIONAL CHECK-IN SESSIONS

Date	Supervisor's signature	Student's signature	REFLECTION SESSIONS AND RPPF COMPLETION
			<u>Mandatory</u> First reflection session.
			<u>Mandatory</u> RPPF – first reflection completed.
			<u>Mandatory</u> Interim reflection session.
			<u>Mandatory</u> RPPF – interim reflection completed.
			<u>Mandatory</u> Final reflection session - Viva voce.
			<u>Mandatory</u> RPPF – final reflection completed.
			<u>Mandatory</u> RPPF – supervisor's comments completed.
			1. Check-in session
			2. Check-in session
			3. Check-in session
			4. Check-in session

- The check-in sessions are crucial for the whole process. It is recommended to keep track of them
- Each student is advised to make his / her own timeline according to the internal deadlines
- Each of the three mandatory reflections has to be sent to the supervisor within 4 working days of the mandatory meeting
- Each student is advised to communicate to their supervisors well in advance any delays regarding particular stages of the work

Katarzyna Cieśla-Obermajer, EE Coordinator: kcieslaobermajer@lo1.gliwice.pl, Classroom 211

7. Appendix 2 – Report on workshops for DP1

I Liceum Ogólnokształcące Dwujęzyczne im. Edwarda Dembowskiego w Gliwicach

WORKSHOPS ON EXTENDED ESSAY FOR DP1 STUDENTS REPORT

OCTOBER 2023

From: Katarzyna Cieśla-Obermajer, the EE coordinator

To: Teachers, students, parents and school authorities

Purpose: Report on the EE workshops

Date: 5 October 2023

Introduction

The aim of the report is to inform the teachers, students of the IB DP, parents as well as the school authorities on the scope of content covered during workshops conducted for the first year of the IB Diploma Programme in our school.

The idea of the workshops was to familiarize the students with the philosophy as well as the formal requirements that IB expects to be followed while composing the EE. Due to the fact that for most of the students the idea of writing such an elaborate essay is completely new, the school authorities allowed for such workshops to take place. Four teachers were asked to participate in the venture to share their knowledge, experience and positive attitude towards the EE.

The scope of the workshops

The total time of the workshops devoted to lectures and practical tasks was 9 hours for each student. The students' attendance at all workshops was satisfactory. All the students who failed to attend any meetings have already been talked to. The absence was in most cases due to illness, family matters, however, few were due to sheer negligence.

There were organised five workshops conducted by four teachers to different groups of students: Mrs Barbara Makselon-Białowas (4h – 2 groups), Mrs Beata Krupiczka (4h – 2 groups), Dr Agnieszka Tondera-Sala (4h – 2 groups) and Mrs Katarzyna Cieśla-Obermajer (8h – 3 groups and the whole DP1).

Mrs Katarzyna Cieśla-Obermajer, a Language B teacher and the EE coordinator, gave a series of meetings (3h) which were both generic and quite specific in character. During her meetings she discussed:

- Communication rules, the appropriate rapport between the teachers and the students in case of any issues connected with the EE or personal in nature
- The idea of the EE in reference to the IBO mission statement, the core, i.e. the EE, TOK and CAS
- The EE Report Form in reference to internal deadlines, mandatory meetings and check-in sessions
- The role of the school, the EE coordinator, the supervisor
- The formal requirements concerning each student's writing his/her EE
- The structure of the EE
- Criteria A and C in reference to the topic, RQ as well as effective selection of research methods as well as resources

- Practical task on composing a clear, focused and arguable RQ
- Criterion B in reference to the subject-specific terminology, knowledge of the topic/discipline(s)/issue, clarity, coherence, if sources are used effectively and with understanding
- Criterion E in reference to the RPPF, reflections and mandatory meetings
- Sample RPPF reflections

Mrs Barbara Makselon-Białowas, an IB DP trained librarian, conducted her workshop on resources and sources. The content of her workshop (2h) included:

- The aims of creating a bibliography that is varied and strictly connected to the topic and RQ
- Traditional (written) sources and how they can be used
- Legal online sources
- Effective selection of resources for bibliography
- Practical tasks to create bibliographic descriptions (opis bibliograficzny, fiszka), according to the Harvard style, for a book, an article and an Internet site.

Mrs Beata Krupiczka, a Language A, TOK and English B teacher, conducted her workshop (2h) on academic writing and referencing. During her workshop she:

- Talked about the general structure of the EE
- Assessment Criteria
- The rules of academic writing such as formal register, formatting requirements, etc
- Referencing according to the Harvard style, footnotes and bibliography
- Discussed the above mentioned points on carefully chosen examples

Dr Agnieszka Tondera-Sala, a Geography teacher, conducted her workshop (2h) on research methods. Dr A. Tondera-Sala focused mostly on primary research, as secondary research methods can be individually discussed by each supervisor with each student. During her meeting she discussed:

- Primary research methods such as **Measurements, Observations, Experimentation, Fieldwork, Survey, Questionnaire, Interview**
- Secondary research methods / sources such as **Books, Journal, Articles, Reports, Maps, Statistical Data, Databases**
- Research methods and/or their combinations appropriate for different IB subjects
- Choice of methods in reference to the EE research question
- Sampling in primary methods (probability and non-probability sampling)

Conclusions and the course of action for the future

The EE coordinator hopes that the time and effort put in the workshops will make the whole process easier for everybody involved. The scope of the content discussed during the meetings is not prescribed and thus is liable to be adjusted to the needs of both the supervisors and the students during individual mandatory as well as check in meetings.

The EE coordinator shall get the feedback in the matter from all the teachers and students at the end of this school year to find out to what extent such meetings prove useful and what to include in them in the future.

All the teachers involved in the process of the EE writing will be given a refreshment workshop to discuss the current changes, their problems as well as positive experience.

8. Appendix 3 – Report on workshops for DP teachers

I Liceum Ogólnokształcące Dwujęzyczne im. Edwarda Dembowskiego w Gliwicach **WORKSHOPS ON EXTENDED ESSAY FOR IB DP TEACHERS** **REPORT** **NOVEMBER 2020**

From: Katarzyna Cieśla-Obermajer, the EE coordinator

To: Teachers and school authorities

Purpose: Report on the EE refreshment workshop conducted in November 2023

Date: 5 November 2023

Celem szkolenia było poinformowanie nauczycieli o zakresie szkoleń, które zostały przeprowadzone dla uczniów klasy DP1, przypomnienie zasad i zakresu obowiązków szkoły, koordynatora EE, opiekunów oraz uczniów, przedstawienie nowego podejścia do poszczególnych etapów pisania EE oraz odniesienie się do przewodnika EE, dokumentu Academic Integrity oraz serwisu My IB.

Podczas szkolenia:

- Omówiono zasady kontroli pracy, odbywania spotkań obowiązkowych, tj. mandatory meetings, oraz krótkich sesji konsultacyjnych, tj. check-in sessions. Zalecono odnotowywanie w wewnątrzszkolnym dokumencie Extended Essay Report Form tak pozytywnych, jak i negatywnych postaw uczniów w stosunku do wywiązywania się z ustalonych terminów, przygotowania do rozmów oraz zaangażowania. Podkreślono, że uczeń winien na każde spotkanie przychodzić przygotowany i opierać się na swoich notatkach i/lub napisanych częściach pracy.
- Przypomniano o zasadzie regularnego i terminowego pisania refleksji w dokumencie RPPF, tj. dostarczenia drogą mailową refleksji po każdym spotkaniu obowiązkowym w terminie 4 dni roboczych.
- Omówiono konieczność ustalenia zasad oraz sposobów regularnej komunikacji z uczniami, również w dobie pandemii.
- Ustalono, że jeden uczeń może mieć jednego opiekuna, chyba, że charakter EE pozwala na wyznaczenie opiekuna zewnętrznego. Przypomniano, że nie można konsultować merytorycznie oraz pod kontem poprawności językowej EE innych uczniów. (EE Guide, Academic Integrity)
- Przypomniano, że jeden nauczyciel może sprawować opiekę maksymalnie nad 5 uczniami. Podkreślono, że w szczególnych przypadkach koordynator może pozwolić nauczycielowi sprawować opiekę nad większą niż ustalona liczbą uczniów. Przypadki takie będą konsultowane z dyrekcją szkoły oraz koordynatorem IB DP.
- Ustalono, że uczeń nie wysyła opiekunowi poszczególnych części pracy w trakcie procesu pisania. Opiekun czyta pracę w całości tylko raz w grudniu, przygotowuje komentarz, nie anotuje pracy i ustnie przekazuje swoje uwagi, po czym uczeń przygotowuje ostateczną wersję swojego EE do załadowania do systemu. System otwiera się 15 stycznia i zamyka 15 marca. W tym czasie praca jest ładowana przez ucznia, po czym odbywa się ostatnia rozmowa, tj. viva voce, uczeń pisze ostatnią refleksję, nauczyciel pisze swoją refleksję w RPPF i kończy proces ładowania.

- Przypomniano o konieczności otrzymania przez opiekuna raportu z programu plagiat.pl. w celu potwierdzenia, że praca została napisana samodzielnie przez ucznia.
- Omówiono zakres szkoleń dla DP1. Szczegółowy raport zostanie wysłany wszystkim nauczycielom IB DP.
- Omówiono problem dotyczący wielu uczniów DP1. Uczniowie ci nie mają jasno określonych pomysłów na swoje EE. Podkreślono rolę opiekuna w początkowej fazie pracy nad EE oraz istotę pomocy w naprowadzeniu ucznia na temat odpowiadający jego/jej zainteresowaniom oraz możliwościom. Przypomniano, że opiekun winien pomóc w sformułowaniu tematu, pytania badawczego oraz zweryfikować bibliografię. Takie podejście zapobiegnie wycofywaniu się ucznia, zmienianiu tematu, a nawet tematu i opiekuna w ostatniej chwili.
- Omówiono problemy związane z sytuacjami kiedy uczniowie po roku pracy nad EE radykalnie zmieniają przedmiot oraz opiekuna. Ustalono, że właściwe podejście opiekunów na początku współpracy z uczniem może takim sytuacjom zapobiec.
- Podkreślono, że EE winien być od początku pisany w języku angielskim, prócz EE pisanego z języka polskiego lub innego języka B.
- Omówiono sposób oraz korzyści wynikające z korzystania z serwisu My IB. Zalecono wybieranie z tego serwisu treści bezpośrednio związanych z poszczególnymi przedmiotami, np. przykładowe EE, które można udostępnić uczniom. Wskazano filmy wideo, które mogą pomóc w organizowaniu własnych spotkań obowiązkowych z uczniem.
- Koordynator odniosła się do własnych pozytywnych i negatywnych doświadczeń podczas wieloletniej pracy z uczniami, aby zilustrować możliwe sposoby rozwiązywania problemów, wątpliwości związane z oceną EE czy możliwościami intelektualnymi swoich podopiecznych.

Co dalej;

- Ustalono, że jeszcze przed świętami odbędzie się kolejne szkolenie, aby wzajemnie się wspierać i wymieniać doświadczenia związanych z końcową fazą pracy nad EE klas DP2 oraz omówić początkową fazę współpracy z uczniami DP1.