

Stage one: Subject and topic selection
Timeline: Suggested time 1–2 months
Focus: Preliminary research/narrowing the focus/framing a research question
<ol style="list-style-type: none"> <li>1. The coordinators or experienced EE supervisors introduce students to the EE process.</li> <li>2. Students consult the appropriate subject guides to check their area of research complies with the general requirements of the subject.</li> <li>3. Students must be aware of and understand the concept of academic honesty in the context of the EE process.</li> </ol> <ul style="list-style-type: none"> <li>• Does the student understand the nature of the EE?</li> <li>• Has the student chosen a viable area of research?</li> <li>• Does it fit in with the chosen subject area specifications?</li> <li>• What sections of the guide might be helpful to my student at this time?</li> <li>• Has the student been trained in study and referencing skills—may we need to run sessions in researching and study skills with the library?</li> </ul>

Session	Questions to consider
Check-in session 1: Initial ideas	<ul style="list-style-type: none"> <li>• What sparked the student’s interest in this chosen subject area?</li> <li>• What background reading has the student done?</li> <li>• How is the student planning on organizing himself or herself and managing the RRS?</li> <li>• Has the student chosen a provisional research question that is viable with the subject criteria?</li> <li>• What are the next steps in conducting his or her research?</li> </ul>
Check-in session 2: Resource-gathering and research question	<ul style="list-style-type: none"> <li>• Will the student be able to collect sufficient resources to effectively answer the research question?</li> <li>• Will the student need to revise the research question to ensure it promotes an analytical approach?</li> <li>• Might the student need a different approach and a new focus for the question?</li> </ul>

<p>First formal reflection session: To enter on the RPPF</p> <p>Student development of refined research proposal</p>	<ul style="list-style-type: none"> <li>• Has the student developed a working research question?</li> <li>• Has the student been made aware of any ethical issues in relation to the intended topic and proposed research methods?</li> <li>• Does the student have a good grounding in the relevant theories, methodologies or findings of the subject?</li> </ul>
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<p>Stage two: Development and discussion of parts of the essay</p>	
<p>Timeline: Suggested time 2–3 months</p>	
<p>Focus: Interim reflection session: to enter on the RPPF</p>	
<ul style="list-style-type: none"> <li>• Has the student encountered any obstacles/problems in the research process and how have you overcome them?</li> <li>• Is the research question clear and refined?</li> <li>• How has the student's understanding of the question/topic changed?</li> <li>• Are there any inconsistencies in the argument and analysis?</li> <li>• Is the argument well structured and coherent?</li> <li>• Has the student provided enough evidence to support a reasoned argument?</li> <li>• Has the student critically evaluated her or his research?</li> <li>• Can the student share his or her reflective space?</li> </ul>	

Session	Questions to consider
<p>Check-in 3: Complete draft for supervisor comment*</p>	<p>The student goes away and reflects on the supervisor's comments on the full draft of the essay.</p> <ul style="list-style-type: none"> <li>• Does the essay have a clear introduction that addresses the research question?</li> <li>• Does the essay comply with the requirements, including formatting?</li> <li>• Has the student referenced his or her work correctly?</li> <li>• Are there any issues concerning academic integrity?</li> </ul>

\*Further guidance for the supervisor:

While you cannot make detailed annotations on the text of the essay, it is quite legitimate to ask a number of pointed questions that will lead the student to go away and reflect on their work, for example:

- I'm not sure I follow your argument here.
- What did you mean—perhaps you can express this section more clearly?
- Are you sure all your findings/data are accurate?
- Are there some adjustments/changes that you might make to improve this essay?

Stage three: Completed extended essay

Timeline: Suggested time 1–2 months

Focus: Final reflection, *viva voce*: Completion of the RPPF

- The final essay is submitted and can be followed up with the *viva voce*. The supervisor should have read the final essay in preparation.
- Can the student give examples from the Researcher's reflection space to show how they have grown as a learner through the process?
- What research skills and/or conceptual understanding has the student acquired through the completion of the EE?
- What other skills such as time management, decision-making or thinking skills has the student learned?
- What has the student learned about the topic, the research process and their own learning and any new questions they have uncovered?
- What does the student think were successes in this process?
- What was the most rewarding aspect of the entire process?
- How will this experience prepare the student for future work of this nature (in college or employment)?
- What is the personal significance of the work they have done?

Guidance on final 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.

The extended essay and RPPF are now ready for submission to the IB.