

Reflection in the Extended Essay (Look at all 4 pages)

Criterion E of the Extended Essay is an assessment of your engagement. It is based on three reflections totaling not more than 500 words along with your supervisor's comments after the viva voce. Your reflections should show you wrestling with the challenges of the research process and demonstrating intellectual initiative and creativity in response to these challenges.

A reflection is NOT notes or a list of edits. It shouldn't really be about specifics as much as you recording the way you've grappled with process and methods illustrated with concrete examples..

Timeline

You will write a formal reflection on your Extended Essay journey at three points in the process.

- By June 15th, you will reflect on the initial stages of your research and your initial 1500 words of writing. Approximately 150 words.
- By September 24, you will reflect on your 3000 word draft after a meeting with your supervisor. Approximately 150 words.
- Upon completion of your viva voce, you will reflect on what you've learned from the entire Extend Essay process. Approximately 200 words for a total of not more than 500 words.

Where do I reflect?

You enter each reflection on the Planning and Progress form on Managebac. Make sure you save your work. When your reflection is complete it will be locked because the three reflections show your thinking about process at a moment in time. Please enter the correct date for each reflection.

Worksheet
Researcher's Reflection Space
Assessment
Planning and Progress Form

Candidate's comments ⓘ

First Reflection session

Date

June 7, 2020

DP Year

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Lock reflection

Interim Reflection

The Rubric

Six points! If done correctly, reflection can compensate for many flaws in the actual essay.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.
1–2	<p>Engagement is limited.</p> <ul style="list-style-type: none"> ● Reflections on decision-making and planning are mostly descriptive. ● These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3–4	<p>Engagement is good.</p> <ul style="list-style-type: none"> ● Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. ● These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
5–6	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> ● Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. ● These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

How is each reflection different?

Reflection Session	Description
First Session	Include initial topic exploration, sources and method, issues around research question and your personal reactions to the issue. Demonstrate progress you have made in the research process. (150 words)
Second Session	Demonstrate progress you've made in your thinking and the development of your argument. Raise challenges you've encountered and the strategies you've used to overcome them. (150 words)
Final Session--viva voce	Show what you've learned about the topic, about the discipline, about the research process. Outline new questions and issues you've uncovered. Most importantly, highlight the personal significance of the work to your academic development. (200 words)

What does a reflection look like?

Sample 1:

This sample is tightly focused on how the student's thinking about the topic is evolving with research and interaction with the supervisor.

My proposed research question involved the use of pesticides when growing crops. However, I wasn't sure that the topic that I chose would work. It ended up getting me nowhere, because after my meeting with my supervisor, nutrients are not really lost in crops, when pesticides are used. I am very interested in geography, however I got world studies as my choice, so I decided to mix other subjects in my EE such as ESS and economy. We thought through ideas with my supervisor and we brought up an idea that I had before, writing something about crops growth. We discussed that since the population in the world is rising and the availability of land would decrease due to more people wanting to grow crops to sell or sustain a family. I thought I should do some research on this because it really interested me and related to my proposed research question in a way.

Sample 1:

Sample 2:

This sample presents the student's approach to organizing ideas and research. It also specifies a self-management struggle but doesn't offer a proposed solution. It could be more concrete: what makes this easier? Why is she comfortable? What steps might alleviate the time management problem?

Today I talked to my supervisor about my extended essay. I chose to write an outline that states all the paragraph thesis and their sub-thesis that support it because I think this way is easier for me to work. This is why I don't think my research question needs any further modification, I am already comfortable with it and have a plan on what to write to answer it. Areas of my research that I could further develop is to look for more sources, for example, ask people about what they think about coca cola advertisement, look for different opinions, and perhaps in websites. One of my biggest weaknesses in the extended essay is my time management skills, I always end up missing deadlines and I think it is hard to find initiative in working on my extended essay. I wish I had better time management skills.