

Extended Essay: Introduction

(Malone says this is a no fun day)



What is the extended essay?

- ◆ **A research paper**
 - ◆ **close to but not more than 4,000 words (approximately 12-14 pages)**
 - ◆ **on a topic of the student's choice**
 - ◆ **in an IB subject they have studied**

Two types of EEs

- ◆ **Subject-based (grows out of an IB subject the student is studying in grade 11)**
- ◆ **Issue-based: World Studies (interdisciplinary)**

Subject-Based

- 🔹 Student chooses a subject
- 🔹 Student then chooses a topic within the subject
- 🔹 Supervisor helps student use limiting factors to narrow and focus the subject, and then helps the student develop an appropriate research question

All EEs

- 🔹 Are modeled after an academic paper
- 🔹 Should begin with a “literature review,” like an academic paper, in which the student is setting the research question in the context of what has already been written on the subject
- 🔹 Means student will need to cite and refer to secondary sources in the introduction

Introduction Details

- ◆ **Subject-based:** Introduction should establish the context of the research question, the methodology, and the scope of the research, including a “literature review” discussing what others have said on the topic
- ◆ **Issue-based:** The introduction will establish, with reference to research done, that the issue has contemporary global significance, in addition to a literature review

World Studies: Issue-Focused

- ◆ **Student must choose two subject lenses to look at the issue through. Student must be studying one of the subjects**
- ◆ **The other one they need some grounding so they can use the correct terminology**

World Studies: Issue-Focused

- ◆ **Essential Feature: Chosen topic must both...**
 - ◆ address an issue of contemporary global significance (poverty, civil rights, conflict, etc.)
 - ◆ and invite an interdisciplinary approach.
- ◆ **The most successful topics reveal connections between specific and/or local places, people, phenomena or experiences, and the larger global framework in which they take place.**

What the World Studies EE Looks Like

- ◆ **Student researches the issue, beginning with the global level (establishing its existence as a global issue in the introduction -- Literature Review/Background reading will provide the sources for this.)**
- ◆ **The majority of the research (body of the essay) should focus on an instance of the issue at the local level (local meaning school/city/state/nation)**
- ◆ **In conclusion: Go back out to the global. What does this local issue tell you about the global issue?**

Researcher's Reflection Space

- ◆ **IB is encouraging ALL students to keep one of these as they work on the essay (but it's not required)**

Film RRS

Projected digital images in live theatre

Blurring the boundaries between theatre and film?

This production of War Horse uses images projected throughout the production to show the drawings of one of the characters as they attempt to capture the mood of the time. This adds an immense amount of atmosphere and emotion to the play. I was surprised that this added to the production rather than distracted from the experience.

Projected digital images are now widely employed in theatrical productions all over the world.



This tends to take the form of pre-recorded footage or animations with the performer as timed soloists working alongside.

Shows I've seen with projections:
 War Horse, Les Miserables, Ghost The Musical, DVB - To Be Straight With You, A Curious Incident Of The Dog...



War Horse, National Theatre UK <https://www.nationaltheatre.org.uk/production/war-horse>

In some cases the projections are clearly "add ons" to enhance the experience, while in others it is hard to tell what is set and what is projection. Is this "cheating"? What does **LIVE THEATRE** actually mean??

http://www.leeds.ac.uk/imagn/UCDA15b_234_influencing_Digital_Projects_in_Practice_in_Dance_Performance.pdf



Used to create atmosphere and scene

Projected image has long been used in theatre

But when did moving image be used as set or to replace action? How does this impact the "live-ness" of theatre?

The limitations of what theatre can do are endless

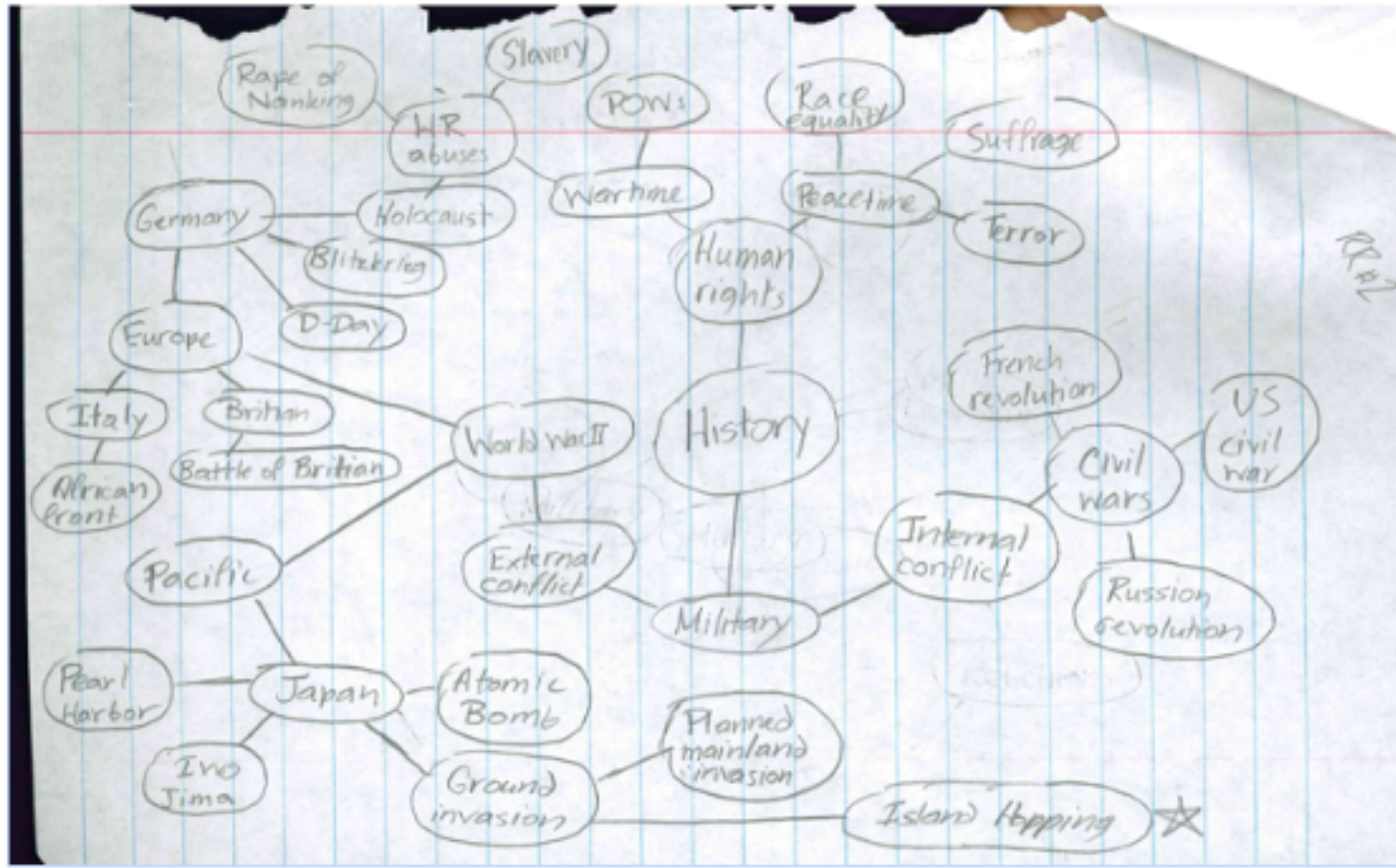
New job roles created in

Does this cheapen the

is it cheap or expensive?

History RRS

Exemplar 5 - history

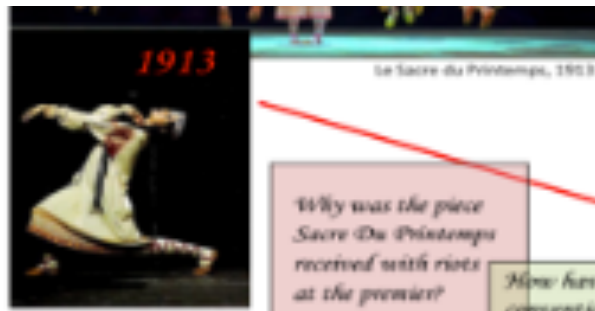


Lang & Lit RRS

my body and soul
extreme/pessimistic
extreme
 extreme - not in touch - Fall / human mod
 words to be coming to it not
 only 2 options
 conclusion of die - puts it last makes it more impactful
 after everything death is last - final
 Death shows respect
 and fear (death) from living, as it not include himself
 Death offers
 no false words. It is not compares death to human or active ongoing
 a refuge with **nothing** - harsh sound
 at the starting -> it doesn't come as a surprise/shock
 of a hundred year death -> 100 yr - short, life is not short
 I do not live to resolve - pessimistic about
 no purpose in life, not in
 family - independent tone
 I **continuously find myself in the** - **new** starts new beginnings as soul, like a
 of new beginnings, **new soul**
penetrating the core of my life - personal to him
 to descend ever deeper into subconscious
 bring my heart into a hole
read in now or then - deep, intricate space
 to **know** I have something that will hold me
only stable thing
 My heart has every **there-washed** side of these **perching, unbalanced** (irrational)
 springing from the red candle **metaphorically** - hardships
 My dreams **thicker and wilder**
 on the shore of this earth - **scoured** **mad**
 light revealing with darkness - **scoured** **mad**
 light reflecting into darkness
 to within my day like
 and all that is **not made** - war / riven like **guts** **in** **uses**
 to the floor
 ps. human

one day
 blunt emotions
filled foolish
 like those silly robins jumping on the ditch banks
 when I run by them - **disconnected**
 These robins do not have the grand style of the red bird
 no design, no intent, just nature being stupid
 They've never smoked cigarettes, drunk whiskey, consumed drugs - human things that
 as I have. **NIM WORN**
 in their **stupidity**
 flustering about
 filled with nonsense, **condescending tone towards robins / people**
 they tell me how they
 love the Great Spirit,
 should me not to be self pitying, yet he is self pitying / pessimistic
 to open my life
 and waste this day a bough on a tree - **may** it be one small moment and
 lasting over infinity, where eternity flows forward
 and with day the river runs
 carrying all that falls in it, **life goes on**
 the happy family they bring
 Jimmy he will make this day a tree **fast numbers**
 lasting over the river eternity **outcasts** **has influence**
 and flow about in its branches. **say what's right**
 punctuation adds breaks to make him seem crazy
 chirping / annoying
 - **sarcastic = fear**
useful ignorance if pt are right

Dance RRS



Anacleos, 2015

Why was the piece *Sacre Du Printemps* received with riots at the premier?

How have conventions of dance manifested in these three choreographies changed within one century?

ITMOI stands for 'in the mind of Igor'. How has choreographer captured the intention of the music through movement and the expression of the body?

Was it the artists' intention to shock or to challenge conventions? Did the artists want to express something in particular?



Paperblog, 2015



Win Wanderers, 2015

How are human emotions, such as fear, anxiety, doubt, and pain, expressed in each of the choreographies?

How did each choreographer express

Akram Khan: ITMOI
(Composers: Nikos Karaboyas, George Pasol, Ben Frost)



2013



Akram Khan Company, 2013

Supervisor needs to:

- 🟢 **Meet with student for 3 reflection sessions**
- 🟢 **Be available for up to 5 hours total**
- 🟢 **Guide student**

EE Supervisors

- ◆ **Don't have to be the content expert.**
- ◆ **Serve as the methodology expert on how to write an academic paper in their specific field.**

A supervisor cannot...

 **Edit**

FAQs...

- 💧 **The rubric – Has 5 Criteria (holistic)**
- 💧 **Reflection is worth 18 percent of the grade – It's not just about the product, it's about the process**
- 💧 **Students who don't engage in the process with their advisers are forfeiting these points**

Engage in the process how?

- ◆ **3 Mandatory Reflection Sessions**
 - ◆ **RS 1: End of Q3 – Junior Year**
 - ◆ **RS 2: End of Q4 – Junior Year**
 - ◆ **RS 3 (Viva Voce): Fall – Senior Year**
- ◆ **20-30 minutes each**

Check Ins

- **IB also recommends check-in sessions (not mandatory)**
 - **Informal**
 - **It is the student's responsibility to set up all meetings**

Reflection Sessions

- 🔹 **Are mandatory**
- 🔹 **Student's written reflection on the session becomes part of the final essay grade**
- 🔹 **Reflections cannot be changed**
- 🔹 **500-word maximum, TOTAL!**

Initial Meeting with Supervisor...

- **Regarding student's initial ideas about the EE.**
- **Informal conversation.**
- **To talk about:**
 - **What sparked their interest in the subject area or issue? What background reading have they done?**
 - **How are they planning on organizing themselves and keeping track of ideas? Have they chosen a provisional research question that's viable for the subject criteria as explained in the Guide?**
 - **What are the next steps in conducting their research?**

What IB is looking for:

- ◆ **Reflection on PROCESS**
- ◆ **Authenticity & thoughtfulness**
- ◆ **Reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, appropriate sources.**
- ◆ **Highlights the journey the student has taken.**

Criterion A: Focus and Method **6 points**

Topic, Research Question, Methodology

Criterion B: Knowledge & Understanding

6 points

- ◆ **Context** – demonstrate that the RQ is relevant within the subject.
- ◆ **With English:** they must demonstrate what has already been said. Could be done by wider reading on the genre, the convention, etc. Must demonstrate they've done wider reading.
- ◆ **Theoretical context/literature review** should happen early in essay. They should refer back to it later in the essay, whether it's to disagree or to confirm what they have argued.
- ◆ **Subject Specific Terminology and Concepts:** using them consistently throughout the essay

Criterion C: Critical Thinking **12 points**

- ◆ **Research, Analysis, Discussion and Evaluation**
- ◆ **Main Achilles heel for students, who tend to be narrative rather than analytical (writing reports, not arguing a point)**

Criterion D: Formal Presentation **4 points**

- ◆ **Structure**
- ◆ **Layout**
- ◆ **CITATIONS!!! Must be CONSISTENT.**
- ◆ **Following the rules of writing**

Criterion E: Engagement **6 points**

- ◆ **Engagement in Process & Research Focus**
- ◆ **Based on Reflection on Planning and Progress Form**

Tentative Timeline

- ◆ By end of semester 1, junior year:
 - ◆ Select subject & topic. Enter on spreadsheet.
- ◆ By end of semester 2, junior year:
 - ◆ Pair with a supervisor (Malone will assign these)
 - ◆ Have introductory meetings to formulate/polish research question & plan research
 - ◆ Complete first official planning session with reflection
 - ◆ Do initial research and create EE outline to review with adviser
 - ◆ Complete rough draft before leaving for summer vacation
 - ◆ Complete second official planning/review session with supervisor
- ◆ By end of September, senior year:
 - ◆ Edit/revise/polish final draft
 - ◆ Submit final version of Extended Essay
 - ◆ Complete Viva Voce (final official session with supervisor)

What happens now?

- ◆ Got questions? Write them down. I'll collect them on your way out and bring back answers next time.
- ◆ Hop on the shared spreadsheet. Indicate what you are considering for subject (and topic, if you already have an idea)
- ◆ ****This is for planning purposes only! You will develop a question next quarter and Malone will assign your adviser.**