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EE/RPPF

For use from May/November 2018

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International Baccalaureate®
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Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must sign and date this form.

First reflection session

Candidate comments:

The first meeting with my supervisor was about deciding on a topic of psychology. Growing up alongside a cousin with autism, I always wanted to extend my knowledge on the issue. Doing my EE on autism could benefit both my knowledge and interest on the topic. I wanted to focus on Treatment for autism, as I was already aware that the causes are not well known. After researching on different treatment approaches, I discussed them with my supervisor and decided to focus on two approaches with different theoretical frameworks and implementations to allow me to gain insight on the vast treatment approaches available for ASD and their effectiveness. Further, my supervisor provided me with relevant sources to start off my research. We discussed the importance of finding valid sources, academic honesty and how to use a standard referencing system. We set a deadline for me to study the material and create an outline based on my investigation and the requirements of the EE.

Date:

Supervisor initials:



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Interim reflection

Candidate comments:

Coming back to a second session after lots of research on treatment for autism, reading different articles and sources, and realizing how vast the field is indeed, I narrowed it down to 3-4 treatments: ABA, PRT, Floortime and Sensory Integration. Along with the guidance of my supervisor, I decided to focus on ABA and Floortime as these seem to be contradictory and I could find a lot of research articles on them. My supervisor advised me to make my research question even more specific and I finally decided to focus on the effectiveness of the 2 treatments approaches for the core deficiency of communication in ASD children. Reviewing my outline, I removed a lot of irrelevant information and we decided on a deadline for my first draft.

Date:

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Overall, my EE needed many changes and adjustments before reaching its final version, but I'm happy with the result. Throughout the writing process, some studies were considered inappropriate and had to be replaced, which was quite stressful. Floortime was a difficult technique to find valid information on as it is relatively new and not enough controlled studies have been conducted. The support of my supervisor was evident and very important for me as valuable feedback was given on structure, planning and finding appropriate sources. I believe that I developed my research skills throughout this process and my essay skills regarding my ability to choose what information is relevant in order to keep focus. A problem I encountered was on how to evaluate studies such as meta-analyses, however after being provided with some relevant texts I was able to develop my critical thinking skills and apply them for the purpose of my topic. Last but not least, I feel I have gained in depth knowledge about my topic, as I have understood concepts thoroughly. Writing an EE made me understand how I should approach big assignments that require research, planning and time management and how to overcome difficulties, without getting too stressed, skills I will be definitely using in University.

Date:

Supervisor initials:



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Supervisor comments:

Supervisor: By submitting this candidate work for assessment, you are taking responsibility for its authenticity. No piece of candidate work should be uploaded/submitted to the e-Coursework system if its authenticity is in doubt or if contradictory comments are added to this form. If your text in the box below raises any doubt on the authenticity of the work, this component will not be assessed.

The student particularly chose to investigate autism as this was personally relevant to her and researched a lot in order to find a focused question comparing the effectiveness of two different approaches to treatment. She had difficulties with time management and keeping up with deadlines as well as with incorporating feedback given to her. However, she managed to provide a complete and comprehensive essay in the end and now feels she knows more about the mental disorder, the available treatments and their effectiveness and the value of combining treatment approaches in complex mental disorders.

