

INTERIM REFLECTION

Preparation for the interim reflection session

Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.

In preparation for the interim reflection session, students should have:

- attempted to refine a focused and appropriate research question
- significantly deepened their research and recorded pertinent evidence, information or data in the Researcher's reflection space
- reviewed and consolidated the methodologies they are using
- formulated arguments based on the evidence that they have collected
- added to the working bibliography for their research.

The interim reflection session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:

- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

<p>NOTE: Following this interim session, the student is required to complete the second student comment section of the <i>Reflections on planning and progress form</i> and submit it to their supervisor who must then sign and date the form. Please refer to the section "Protocols for completing and submitting the <i>Reflections on</i></p>

Comment from the Syllabus about the interim reflection session

As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, challenges encountered, and the strategies used to overcome them.

<p>Interim: Writing stage</p>	<ul style="list-style-type: none"> • Do I have sufficient data/information to begin formulating an argument? • If I do not have sufficient data/information, how will I go about resolving this? Can it be resolved? • To what extent does the data/information I have relate to my proposed research question? • Given the data/information I have collected, do I need to reformulate my research question? • Has the data/information collected taken me in an unexpected direction? • Do I want to change course now? Is it too late? • Are there still questions/issues that I am unclear how to resolve? • Am I keeping to a schedule with the writing process? 	<ul style="list-style-type: none"> • Introduction of the essay • Annotated sections from books, journals, articles, and so on • Reworked research question • Examples of data/information collected from research
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TWO SAMPLES – INTERIM REFLECTION

Interim reflection

Candidate comments:

I have been finding it very difficult to find monographs with drastically different viewpoints, so my supervisor suggested a few sources. Outside of historiography, I have managed to find a lot of information on details of events leading up to the civil war. With help from my supervisor, I have been able to successfully finish my research and begin writing. I've learned that it is important for this essay not to simply be informative, and this has made me realise how significant historiography is. My supervisor thinks I need to find historians with conflicting viewpoints in order to successfully achieve a balanced argument.

Interim reflection

Candidate comments:

I've chosen to focus on the Falklands War and look at the motives of Margareth Thatcher to engage in warfare with Argentina over the Falkland Islands. The political situation at the time of the Falklands War was very interesting, so although Thatcher publicly stated that her primary concern was the democratic rights of the islanders, it is worth investigating the extent to which other political motivations might have also played a part. My method will be to study archived documents about the issue, as well as Thatcher's own autobiography. I also thought about including some newspaper articles, but I wasn't sure if these would be completely objective, so in the end decided against them.

I've been working hard on the research, and have been trying out different strategies to keep my thoughts and ideas organised. The mind map has been a great way to explore the context and associated concepts of my topic, but I don't really think it's useful in terms of recording research findings. My supervisor suggested I make an annotated bibliography, which I've started using and so far it seems to be a useful way to keep track of my sources and also distinguish between sources that are directly relevant and those that are not (at least in terms of supporting my argument).