

**College De La Salle – Candidate School for IBO International School
Accreditation DP Program**



**Yes, it is the most important what you look for, but it is also important what
you look at. This is your first step to arrive to what you look for.
Nevertheless, it is always important to look around; you are not living alone.
Earth belongs to everyone.**

This handbook has been adapted From the [IBO Extended Essay Guide, 2018](#)
And it is not supposed to replace the guide, it's the first step towards general

Extended Essay in Black and White- A general overview

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Program subjects for the session in question, a maximum of 4,000-word piece of independent research. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

The Extended Essay Key Features

- The extended essay is compulsory for all students taking the Diploma Program, means its part of the core.
- A student must achieve a **D grade** or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to **three points** to the total score for the IB Diploma. An **E** grade will be sufficient for not awarding Diploma Degree.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Program. Most of universities offer a graduation project, part of which an extended essay has to be developed indeed.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Program subjects published in the **Handbook of procedures for the Diploma Program for the session in question.**
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than **4,000 words** accompanied by a **reflection form of no more than 500 words.**
- It is the result of **approximately 40 hours** of work by the student.
- Students are supported by a **supervision process** recommended to be **3–5 hours**, which includes **three mandatory reflection sessions.**

Extended Essay Policies

All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

Why Extended Essay?

Students are supposed to:

- ✓ engage in independent research with intellectual initiative and rigour
- ✓ develop research, thinking, self-management and communication skills
- ✓ reflect on what has been learned throughout the research and writing process.

Assessment Objectives

In working on the extended essay, students are expected to achieve the following assessment objectives.

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none"> • To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of subject specific terminology and/or concepts. • To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none"> • To select and apply research that is relevant and appropriate to the research question. • To analyze the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none"> • To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. • To be able to critically evaluate the arguments presented in the essay. • To be able to reflect on and evaluate the research process.

A variety of (research) skills	<ul style="list-style-type: none"> • To be able to present information in an appropriate academic format. • To understand and demonstrate academic
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Reflection in Extended Essay

Student reflection in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher’s reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

It is important to mention that these skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

Reflection must be documented on the Reflections on planning and progress form and is explicitly assessed under assessment criterion E (engagement).

Extended Essay Support

The Supervisor

The supervisor–student working relationship is probably the most important one in the extended essay process. The supervisor must be a suitably qualified member of staff at the school in which the student is registered.

The supervisor plays an important role in helping students to plan and undertake their research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their research. This is done through the supervision process, including the three mandatory reflection sessions and the completion of the [*Reflections on planning and progress form*](#). **Please follow the link to download the form.**

It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the extended essay. Supervisors and students must discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of task.

Supervisors are **required** to:

- undertake **three mandatory reflection sessions** with each student they are supervising
- sign and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process. If the form and essay are submitted via the e-Coursework system, then it is deemed signed and authenticated. A blank or unsubmitted RPPF will score a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research
- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate

- legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the [regulations](#) governing the extended essay and the assessment criteria, and gives copies of these to students
 - monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
 - read and comment on one draft only of the extended essay (but do **not** edit the draft); this should take place after the [interim reflection session](#), but before the [final reflection session](#), the *viva voce*
 - ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
 - read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

The Student

As the extended essay is an important component of the Diploma Program, and a substantial piece of work, students need to ensure that they understand the expectations of the task and manage their time and workload effectively. The following suggestions are given as guidance to help with the process.

Students are **strongly** recommended to:

- develop a [Researcher's reflection space](#) as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

Students Dos and Don'ts Quick Guide

Do:	Do not:
choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality	choose a topic or research question that you have seen in exemplars and that have been done too many times before
develop a Researcher's reflection space that will facilitate planning and preparation for reflection sessions	overlook the importance of planning and how this can contribute to success in your extended essay
make the most of your supervisor's availability to guide you in the process	try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.
prepare for reflection sessions appropriately	
meet all internal deadlines	
maintain a reference list as you work	
familiarize yourself with relevant policies.	

The Supervision Process

In order for students to be successful in the completion of the extended essay, the process needs to be structured and must incorporate a supervision process of **3–5 recommended hours to include three formal reflection sessions between the student and the supervisor as well as supervision sessions called check- in sessions.**

The recording of reflections on the Reflections on planning and progress form is mandatory and must be submitted with the completed extended essay for assessment under criterion E (engagement).

Students must check-in with their supervisors on a regular basis in order to meet the time requirement.

Researcher's reflection space(highly recommended)

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

The Nature of the RRS

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students can record reflections on what they are reading, writing and thinking. The use of the RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the Diploma Program
- create MindMaps®; Please look about this issue in the end of documents
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay

The Role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the development of [approaches to learning](#) skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision process more meaningful. Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and [Reflections on planning and progress form](#). Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

The student-supervisor relationship

Students can use the RRS to prepare for their reflection sessions with their supervisors.

Reflection session	Description
The first reflection session	<p>Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues.</p> <p>In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
reflection session	<p>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.</p> <p>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>

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During the *viva voce*, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the *viva voce* the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

The Mandatory three reflection sessions

First Reflection

Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.

Second Reflection The interim

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, setbacks encountered, and the strategies used to overcome them.

Third Reflection Viva Voce

During the viva voce, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

The Process

September 2018

Orientation Phase

The first 3 Sundays of September will be dedicated for orientation of students as well as teachers for the EE environment. A three hour per Sunday will be spent to discuss loudly with EE coordinator, teachers and IBDP coordinator about details concerning EE. Research questions examples, sample EE up to date will be discussed and focus on the differences with previous EE samples, [IBO Extended Essay Guide, 2018](#) should be given to the students in hard copies and questions and answers received from both teachers and students. Resources and how to access them. The book EE assessment criteria (Students would benefit from reading Chapter 7. Assessment [maximizing marks], in *Oxford Extended Essay Course Companion*, by Kosta Lekanides, ISBN 9780198377764 will be available in the Library so the students can be advised.

The electronic sites such as : <https://www.questiaschool.com/> and <http://www.wolframalpha.com/> Meeting during breaks with EE coordinator and teachers is accepted for any question concerning subjects to be explored.

Resource Table will be given to the student:

Resource	Activity	Aim
IBO Guide EE Guide 2018	Student should read the guide	Student will understand well the EE and its regulations
<i>Oxford Extended Essay Course Companion</i> , by Kosta Lekanides, ISBN 9780198377764,	Student will be offered the text book (to buy) or they can borrow from library	Helping students to arrange well the EE and maximize their mark
Samples EE up to date	Students will use them as a reference to their EE structure	To help students avoid some common mistakes and understand research questions
Library Wi-fi user name password	Using this username and password inside library	Download speed and some sites are available unlike normal passwords
https://www.questiaschool.com/ http://www.wolframalpha.com/	Professional username and password	Improve writing and research skills as well as spare time when dealing with equations or graphs ...etc.
Cambridge Digital Library	Find eBooks	Support students for

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		in-depth research to complete their EE
Google Books	To select books Need ISBN and name of the book.	If specific books needed school can provide,
IB Publications: Academic Honesty Guide	Hard Copy (signed to receive) + Electronic Mail Copy	Student to be aware of Academic Honesty and make sure to follow Dos and to avoid Dents
IB Publication: Ethical Guide Lines	Hard Copy (signed to receive) + Electronic Mail Copy	Student to be aware of the Guide
ProQuest Catalog Researcher Guide – Collection of magazines, Journals and huge information center www.proquest.com	Students with supervisor to decide	Empower Research Ability of Students and introduce for them information they might need for EE completion (as well as other subjects)

October 6 - 27, 2018

Student Selection of a Topic

Extended Essay supervisors assigned (Math, Life Science: Physics, Chemistry, Biology, English, History, French, Arabic)

Schedule appointment with supervisor and meet for first time (Initial Reflection Session)

As preparation for their first advisory session, students should be prepared to discuss the following:

1. **Criteria:** you should go over the subject-specific assessment criteria
 - Criterion A – focus and method.
 - Criterion B – knowledge and understanding.
 - Criterion C – critical thinking.
 - Criterion D – presentation.
 - Criterion E – engagement
2. **Research question:** work with your supervisor to narrow your topic/question down to a manageable scope (capable of being covered in 4,000 words); investigate the viability of your topic; if you have a wildly interesting but impractical question: be prepared to heed the advice of your supervisor; know that it's up to you, and your supervisor will not prescribe or create a research question for you
3. **Exemplars:** ask for exemplars in your chosen subject from the EE coordinator or your supervisor.
4. **Library:** Be sure to check with the Librarian for help in getting access to publications or online journals that would apply to your topic.
5. **Structure:** Work with your supervisor to devise a plan as how your research question could be structured or go to the session with a proposed structure you have in mind for review (chapter headings, for instance.) Road map of ideas, flow charts, and other models could prove useful here to help you visualize your structure at this early stage.
6. **Time Management:** If you are finding it difficult to plan your time due to other assessment pressures or extra-curricular demands, then it may be useful to speak to

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your supervisor with regards to creating a structured research timeline or more specific timetable to help you to see exactly what is required and when.

December 6, 2018

DUE: EE-1 signed by both student and supervisor. Hard Copy of the Form should be delivered to EE coordinator.

December 7-27, 2018

EE-2 signed by the supervisor should be with student and to be checked by EE coordinator

DUE: First reflection (150-175 words) to Supervisor via email

February- March 2019

Meet with supervisor at least two more times (20-30-minute sessions)

- Things to be prepared to discuss with your supervisor:
 - Passivity - If you haven't done as much as you had hoped for since your first meeting, discuss the reasons and causes for this with your supervisor and ways to overcome or avoid this in future sessions.
 - Reading - Discuss your reading and/or research. What have you found out? Any surprises? Any useful lines of thought or approaches to the question?
 - Notes - Do you have a workable note-taking system in place?
 - Essay plan - Go over how to best structure your essay.
 - Exemplars - Try marking up a pre-existing essay with the assessment criteria, then go over this with your supervisor. This will allow you to write with the assessment criteria firmly in mind.
 - Time-management - Be prepared to adjust your normal routines to accommodate any delays or issues with your EE so far. Sticking to deadlines will ensure you get this done!
 - Writing - Commit to getting started on your writing!

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- Research question - Tweaking at this point is OK, but not big changes to your topic area or question.

- Continue to use your RRS (Researcher's reflection space) to record reflections on what you are reading, writing and thinking
- Student should have EE2 signed from Supervisor and showed to EE coordinator

April 15, 2019

Meet with supervisor to discuss:

- Completion of planned reading and/or research (Is further reading and/or research needed?) Min. 500 Words are needed to be presented.
- Challenges encountered in EE process

April 20, 2018

DUE: EE2 to EE Coordinator, signed by both student and supervisor

April 26, 2019 / May 1, 2019

DUE: Microsoft PowerPoint file of final version of Extended Essay Presentation, emailed to BOTH EE Supervisor and DP Coordinator.

May 1: Extended Essay Presentations to Supervisors and Class of 2020

PowerPoint presentation, 8-10 slides, 5 minutes

- Presentation of your most up-to-date findings and research
- Includes:
 - Subject and research question
 - Background (what your EE is about)
 - Research conducted so far
 - Planned research for the summer
 - Working outline of the final contents page
 - Detailed summary of one or two chapters or sections
 - Problems encountered / solutions found
 - Bibliography, accurately referenced with chosen citation style

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May 1, 2019

DUE: Student brings signed 'EE2 form to be completed by supervisor after the presentation

June 1, 2019

DUE: 5 pages of writing due to Supervisor and EE Coordinator

5 pages of 'Body' of paper, based on the essay outline presented to EE Supervisors and the Class of 2020 on May 1

June 4 - 7, 2019

Meet with Supervisor to discuss:

- Quality of preliminary writing submitted on June 1
- EE assessment criteria (Students would benefit from reading Chapter 7. Assessment [maximizing marks], in *Oxford Extended Essay Course Companion*, by Kosta Lekanides, ISBN 9780198377764, before this meeting)
- Summer plans for completing writing on the EE

27- September 2019

Students write first draft of their Extended Essay

DUE: First 10 pages of draft due to Supervisor and EE Coordinator

October 1-5, 2019

SECOND REFLECTION SESSION WITH SUPERVISOR (INTERIM SESSION)

Meeting with Supervisor regarding quality of preliminary draft (no editing)

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

1. attempted to refine a focused and appropriate research question

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2. significantly deepened their research and recorded pertinent evidence, information or data in the Researcher's reflection space
3. reviewed and consolidated the methodologies they are using
4. formulated arguments based on the evidence that they have collected
5. added to the working bibliography for their research.

September 17, 2019

DUE: Interim reflection (150-175 words) due to EE coordinator

October 22, 2019

DUE: Complete draft due to EE Coordinator

- Two (2) printed copies and an emailed digital copy
- Draft must conform to IB Formal Presentation Guidelines as provided to Candidate
 - Required components: Title Page, Table of Contents, Introduction, Body of Paper, Conclusion, Works Cited (No ABSTARCT)
 - Required Format: Arial font, 12-point font size, double-spaced text, numbered pages, indented paragraphs, appropriate margins (1" on all sides is acceptable)
 - Acceptable file type: DOC or DOCX

Week of October 29 - November 2, 2019

Mandatory draft (revision) conference with supervisor

- Scheduled by student in advance at discretion of Supervisor
- Set aside minimum of one hour for meeting

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission.

What supervisors cannot do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.
- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed.

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- Proofread the essay for errors.
- Correct bibliographies or citations.

November 30, 2019

FINAL COPY DUE to EE Coordinator and IBDP Coordinator (Turn-it In Phase)

Emailed digital copy required

Final copy must conform to IB Formal Presentation Guidelines as provided to Candidate (see note above)

Students will turn in their draft to the EE Coordinator.

Some supervisors will ask you to make an appointment in order to discuss certain elements of the draft while others may give written feedback on the essay itself. It is the student's responsibility to obtain feedback from his or her supervisor.

You will not be allowed to make any changes to your essay after this date.

You will need:

- A hard copy with your name and your supervisor's name written on the cover
- An electronic copy saved as LAST NAME FIRST NAME EE Year –
Example: **Talal Massad EE 2018**

December 5,7 and 9 , 2019

FINAL REFLECTION SESSION WITH SUPERVISOR (*VIVA VOCE*)

Final session with supervisor, scheduled by student in advance at discretion of Supervisor

The *viva voce* is:

- an opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student's learning experience.
- an opportunity for the supervisor to confirm the authenticity of the student's ideas and sources
- an opportunity to reflect on successes and difficulties encountered in the research process
- an aid to the supervisor's comments on the *Reflections on planning and progress form*.

Students should bring the following to this session:

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- extracts from their Researcher's Reflection Space (RRS) that illustrate how they have grown as learners through the process of reflection
- a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.

December 12, 2019

DUE: Final reflection (150-175 words) due to EE Coordinator and IBDP Coordinator via email

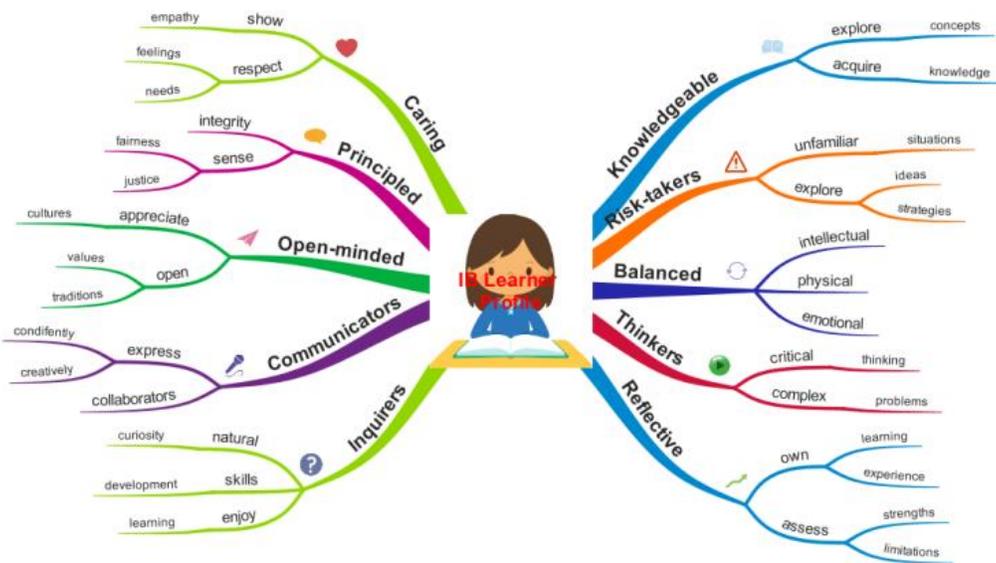
Emailed reflection

All forms will be attached with this handbook.

FORMS

The Forms EE1, EE2 and the up-to-date EE/RPPF are attached with this booklet.

MindMaps ® Examples To help for RRP



Source: <https://www.biggerplate.com/mindmaps/cncX8bgJ/ib-international-baccalaureate-learner-profile>

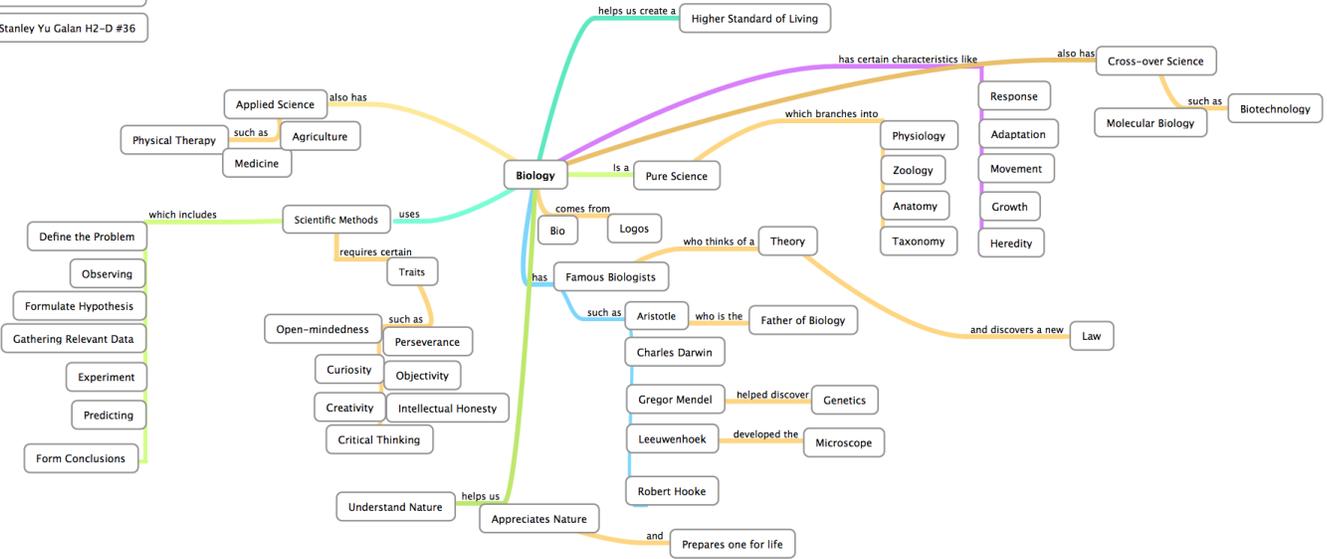
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Daniel Paul Cheng Uy H2-D #31

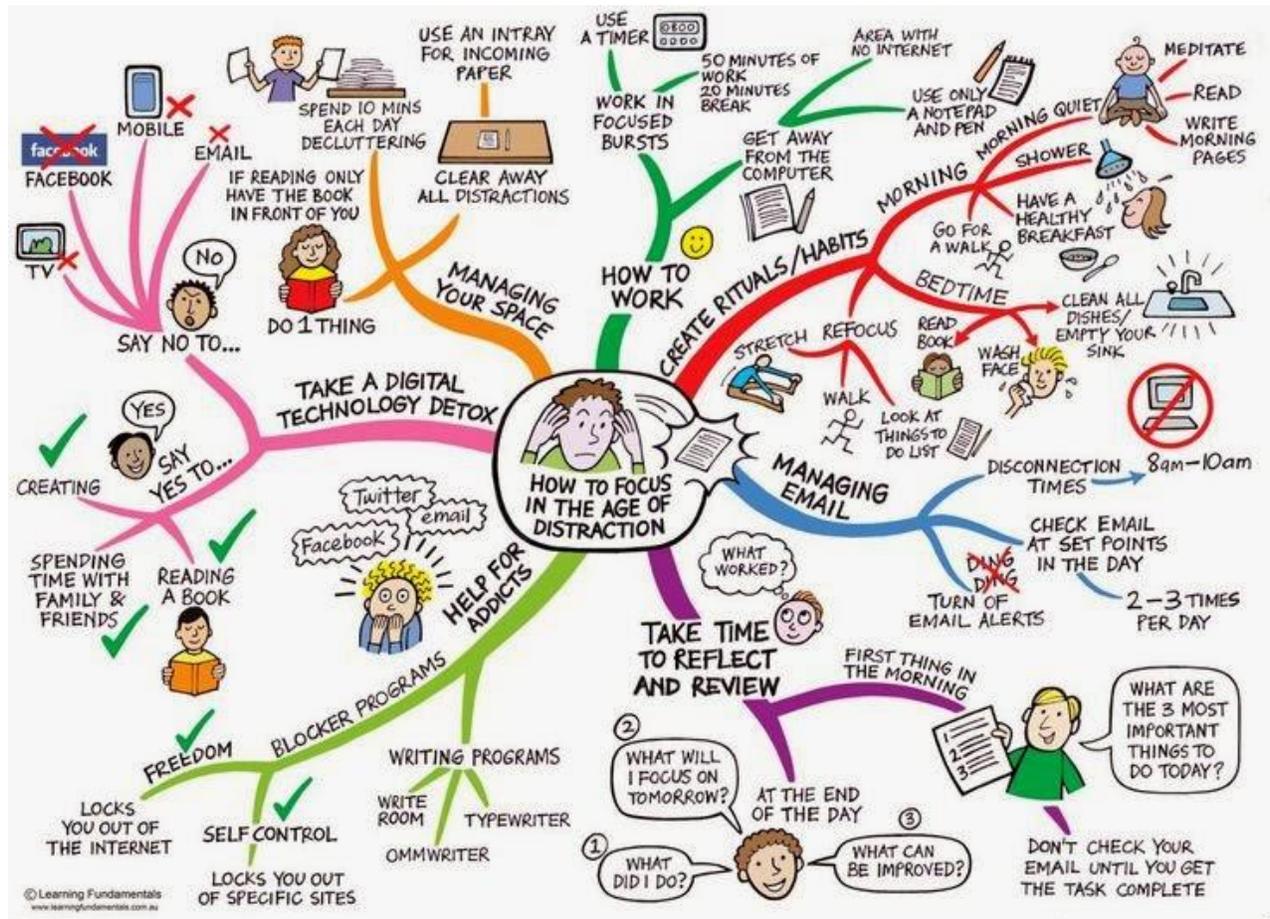
Brendon Matthew Go H2-D

Stanley Yu Galan H2-D #36

Mr. Quijano

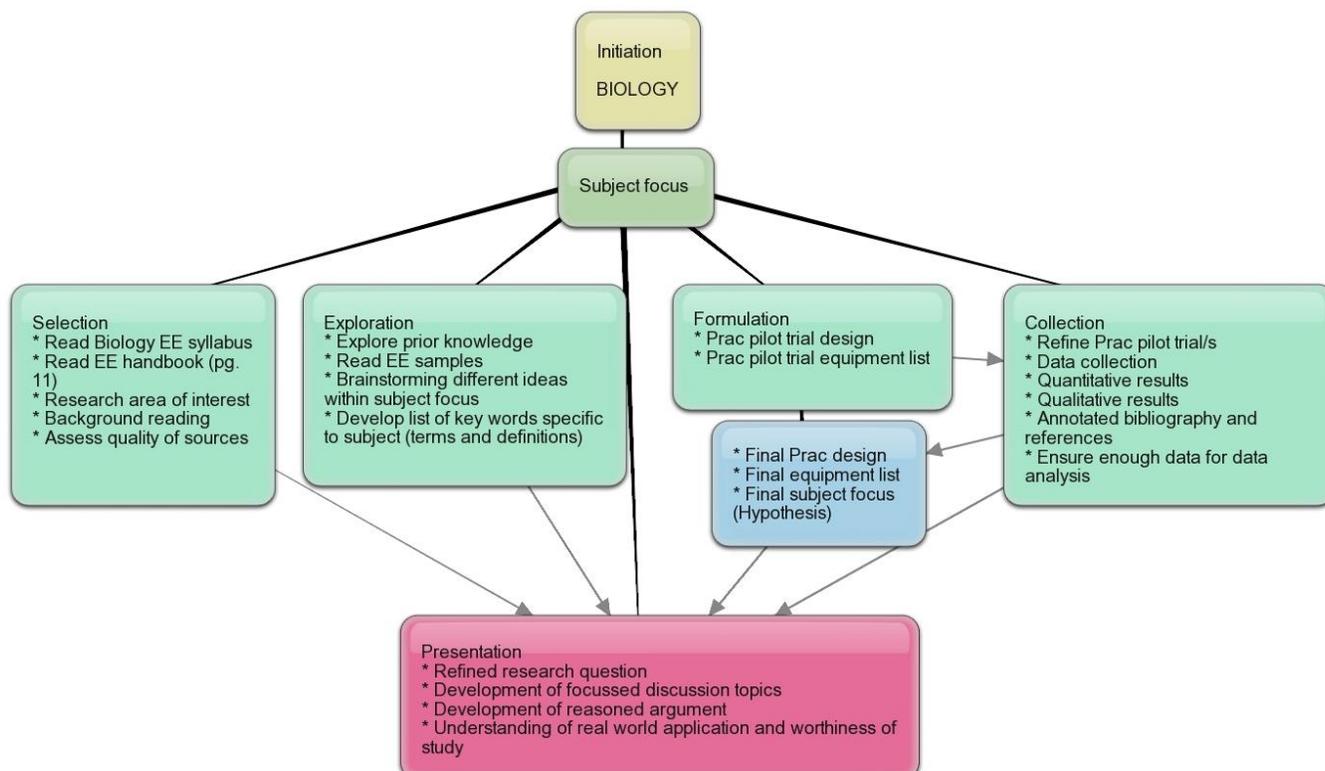


Source: <https://duy13.wordpress.com/2013/06/18/a-mind-map-on-biology/>



https://www.youtube.com/watch?time_continue=2&v=wLWV0XN7K1g

Source: <http://ibforallstudyskills.blogspot.com/2013/03/the-ib-learner-profile.html>



Source: <https://apessay.com/order/?rid=ea55690ca8f7b080>

References:

- 1- **IBO Extended Essay Guide, 2018**
- 2- Lincoln Park Academy <https://schools.stlucie.k12.fl.us/lpa/>
- 3- IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014 ROME16-19
OCTOBER Presentation
- 4- <http://ibforallstudyskills.blogspot.com/2013/03/the-ib-learner-profile.html>
- 5- North Battleford Comprehensive High School <https://nbchs.lskysd.ca/node/628>
- 6- <http://www.suncityschool.in/>
- 7- <https://www.murrieta.k12.ca.us/page/9443>
- 8- <http://www.westsoundacademy.org/>
- 9- <http://www.wolframalpha.com/>
- 10- www.questiaschool.com
- 11- www.proquest.com