

## Comparison of PYP, IB Extended Essay, Big 6, and Super3

PYP/IBO	IB Extended Essay	Big 6	Super 3	Subscription Online databases
Explore, Wonder, Question	What question to do the essay on; to present to advisor	TASK DEFINITION 1. Problem/Question; what kind of info needed 2. Clearly articulate the problem	PLAN - What is the goal?	Using an included simple web designer to communicate with advisor; Used as a motivator
Experiment and play with possibilities	Explore available resources to see if topic is viable and possible to write an extended essay on Making Decisions/Recommendations with guidance from librarian and advisor (The advisor is “key” here in international schools especially because www is used heavily Librarian/Teacher/Reviewing skills	INFORMATION SEEKING STRATEGIES 1. Make decisions 2. Select appropriate sources, taking the time before leaping in/internet, etc.	PLAN	Same as above
Research and seek information	Begin the process of research with assistance from advisor/librarian in knowing which resources (evaluation of sources) are reliable, the research process.	INFORMATION SEEKING STRATEGIES Students have decided on strategy so strategy is carried out	DO	Save searches within subscription databases; advisor/librarian to access to check if reliable sources are being accessed and how
Collect data and report finding/ clarify existing and reappraise events (Conceptual)	Students collect information/resources for bibliography with advisor/librarian assisting @each step of the way (Conceptual). Students realize what they know & begin to realize the pathway to take to pass over the threshold of not knowing to knowing; clarifying what they know and where they need to be going	1)INFORMATION SEEKING STRATEGIES 2) LOCATION AND ACCESS (CONCEPTUAL) -Identifying range of possible resources Carrying out their strategies	DO	Using bibliography guidelines provided  Using Search strategy helps
Clarify Existing ideas and reappraising events	Students have a body of resources that help them to pass from not knowing to knowing; Honing in on resources to answer questions; searches becoming more refined and specific to question and needs	USE OF INFORMATION Students read, view, listen or interact with information Decide what is valuable/useful/important for their situation Extract information – notes/articles, etc.	DO	Limiting and expanding searches/refining  Exploring more advanced search strategies such as truncation, wildcard, proximity, etc.
Deepening understanding through application concept or rule	Beginning to realize how they can utilize the traditional library skills and of specific tools and transfer these to other sources. Examples include Online Catalog, Online subscription resources (such as databases/encyclopedias); Realizing reliability of resources and the research process in general (give Vietnam example)	USE OF INFORMATION Extracting information, etc.  SYNTHESIS Restructure or repackage information	DO	
Making and testing theories	Assimilate information gathered – i.e. reading, viewing, listening, etc. Putting together references and putting essay in order for writing or start writing. Testing possible conclusions – questioning, evaluating what resources using.	USE OF INFORMATION SYNTHESIS	DO	Compiling resources Creating lists of articles and emailing to self Keeping track of searches to refine
Making ...and acting purposefully	Writing essay	SYNTHESIS	DO	Same as above
Elaborating on solutions to problems	Evaluating resources used, availability. What student can glean from information gathered/coherency/respect Evaluation by advisor, IB Committee/Librarian	EVALUATION	DO/Evaluation	