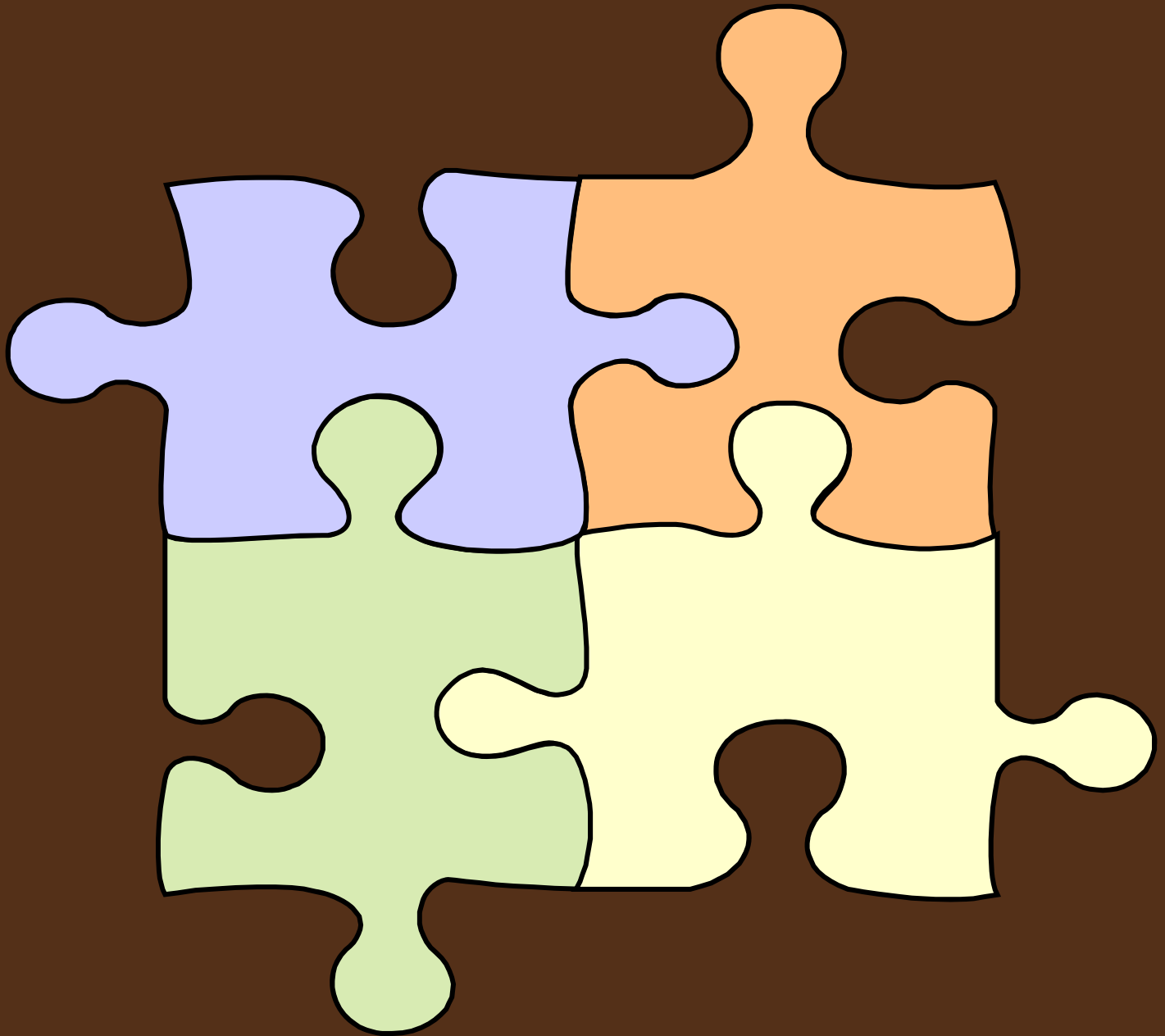


# RESEARCH & WRITING RIGHT

*Piecing Together & Sharing Meaningful Research*



Dr. Tanya McCoss-Yerigan

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by Dr. Tanya Yerigan's graduate students.

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## ACTION RESEARCH OVERVIEW

# Action Research Overview

*Dr. Tanya Yerigan*



- At your tables, please share questions that you have regarding the research project and/or process.

- Each group can write two of these questions on index cards.

# What is Action Research?

## •Jig Saw Activity

- There are many articles to assist us in understanding action research.
- We will be reviewing just a few.



# What is Action Research?

Action Research is a process in which participants examine their own educational practice, systematically and carefully, using the techniques of research.

Watts, H. (1985). "When teachers are researchers, teaching improves", *Journal of Staff Development*, 6 (2).



## Action research is the process through which teachers...

- **Collaborate** in evaluating practice
- **Raise awareness** of their personal theory
- **Articulate** a shared conception of values
- **Try out** new strategies
- **Record** work in a form which is readily available to and understandable by other teachers
- **Develop** a shared theory of teaching by researching practice

*Adapted from John Elliot*

## Why Action Research?

*Action Research is based on these assumptions:*

- teachers work best on problems they have identified themselves;
- teachers become more effective when encouraged to examine and assess their own work and then consider ways of working differently;
- teachers need time and space away from their daily routine to think deeply about their work; and
- teachers can provide help, support, and encouragement by working collaboratively.

Watts, H. (1985). "When teachers are researchers, teaching improves", *Journal of Staff Development*, 6 (2).

# Action Research: 3 Approaches



1. INDIVIDUAL TEACHER RESEARCH  
-Focus of the research is on changes in a single classroom
2. COLLABORATIVE ACTION RESEARCH  
-Focus can be on a single classroom or several classrooms (grade level, team, or department)
3. SCHOOLWIDE ACTION RESEARCH  
-Focus is on a school issue, problem, or area of collective interest.

Based on the work of Calhoun, E. (1993). "Action research: Three approaches." *Educational Leadership*, 51 (2), 62-65.

## Action Research Components

- Planning
- Implementation
- Paper
- Presentation





# Action Research Planning

- Topic Selection
- Question Development
- Proposal Writing
- Proposal Approval
- School District Approval



# Implementation

- Begin the research in your school.
- Begin collecting data.
- Keep good records.
- This phase will be different for every research project.



# Action Research Paper

## COMPONENTS:

- Title Page
- Abstract
- Table of Contents
- Dedication (optional)
- Chapter One: Introduction
- Chapter Two: Literature Review
- Chapter Three: Methodology
- Chapter Four: Results
- Chapter Five: Discussion & Implications
- References
- Appendix



*\*The paper will be written using APA 6<sup>th</sup> Edition Formatting*

# Action Research Presentation



- You will be required to professionally present the results of your action research.
- Often these presentations are done at the learning community conference at the end of year two.
- Other options: local school board, state meetings, community meeting, etc.
- We will work with each individual to ensure that their presentation reaches the appropriate target audience.

# Action Research Tentative Timeline

## •Now-August

- Establishing the foundation for your research
- Topic Selection
- Planning your research/writing your proposal
- Plan/proposal Approval
- School Approval
- Reviewing the Literature
- Writing the Literature Review

## •September-April

- Conducting Action Research
- Writing Research Paper
- Practice Presentation (March)
- Professional Presentation (April)



*\*This timeline will vary for each individual*

## Honestly...

- The action research project is often considered both the most exciting and most challenging part of the program.
- You will become familiar with nearly every emotion.
- Remember, it is a learning process. Your learning community, your specific advisory teams and the facilitators will be supporting you through it all!



# Initial Student Questions

- Review Student Question Cards



## SUGGESTED TIMELINE

MONTH	OVERVIEW
January	<input type="checkbox"/> Process Overview/Components <input type="checkbox"/> Topic Brainstorming
February	<input type="checkbox"/> Topic Exploration
March	<input type="checkbox"/> Action Research Interviews <input type="checkbox"/> Triangulation Introduction <input type="checkbox"/> Action Research Proposal Introduced
April	<input type="checkbox"/> Proposal Draft Due <input type="checkbox"/> Consultation with Facilitator (re: proposal/project) <input type="checkbox"/> Conference Observations & Notes
May	<input type="checkbox"/> Research Proposal Approval <input type="checkbox"/> APA Overview <input type="checkbox"/> Literature Review Overview
July	<input type="checkbox"/> Chapter Two (literature review)-partial draft <i>(The more you complete—the more feedback you'll receive!)</i>
August	<input type="checkbox"/> Chapter Two (literature review)-draft
September	<input type="checkbox"/> Chapter Two (literature review)-revision <input type="checkbox"/> Chapter Three (methodology)-overview
October	<input type="checkbox"/> Chapter Three (methodology)-draft <input type="checkbox"/> Chapter One (introduction)-overview <input type="checkbox"/> Table of Contents-overview <input type="checkbox"/> Appendices-overview
November	<input type="checkbox"/> Chapter Three (methodology)-revision <input type="checkbox"/> Chapter One (introduction)-draft <input type="checkbox"/> Table of Contents-draft <input type="checkbox"/> Appendices-draft
December	<input type="checkbox"/> Chapters One, Two & Three-final draft (including TOC and Appendices) <input type="checkbox"/> Chapter Four (results) Introduction
January	<input type="checkbox"/> Chapter Four (findings)-draft <input type="checkbox"/> Portfolio-Gallery Walk ( <i>Full LC Peer Review</i> ) <input type="checkbox"/> Dedication-overview <input type="checkbox"/> Abstract-overview <input type="checkbox"/> Chapter Five (discussion)-overview
February	<input type="checkbox"/> Chapter Four (findings)-revision <input type="checkbox"/> Dedication-draft <input type="checkbox"/> Abstract-draft <input type="checkbox"/> Chapter Five (discussion)-draft <input type="checkbox"/> Portfolio-Final Peer Review
March	<input type="checkbox"/> Full Draft Due <input type="checkbox"/> Portfolio-Facilitator Review
April	<input type="checkbox"/> Final Paper Submission (optional) <i>Technically due in May but most opt to be done prior to the conference.</i>
May	<input type="checkbox"/> Final Paper Submission (mandatory)

\* *There will be an overview accompanied by a handout for each component of the paper.  
February 2015-revised*



## EXPLORING RESEARCH TOPICS

*What interests me?*

I lay awake thinking about...	
I would like to fix...	
I am confused by...	
Some people are frustrated with...	
I am really interested in...	
I want to learn more about...	
I think I could really make a difference by...	
I would like to change...	
Topics I'm interested in are...	
I've always thought about...	
Something I've always wanted to try is...	



## **ACTION RESEARCH TOPIC**

### Examples

- Child Directed Intervention (CDI) and student engagement
- Sleep and Reaction time of athletes
- Guided reading with written reflection and comprehension
- Fluorescent lighting and student behavior
- Structured daily reading time and literacy achievement
- ZAP (Zeros Aren't Permitted) program and student grades
- Peer Assessment in social studies classroom and student accountability
- Active learning activities and student participation
- Social skills curriculum and behavioral referrals
- Reciprocal teaching and reading comprehension
- Whole Brain Teaching and student learning
- Brain-based strategies and spelling test scores
- Form of feedback and student motivation
- Second Step curriculum and behavior
- Text messaging for communicating with parents
- Background music and math performance
- Phonemic awareness and struggling readers
- Homework choice and academic performance
- Relationship building and attitude
- Literature in contemporary classrooms
- Student led classrooms versus traditional classrooms and retention
- Interaction with vocab words and retention
- Multisensory approach and letter identification
- Fine motor activities and student handwriting
- Integrating Responsive Classroom Techniques Community Building Activities
- Comic Books as a Viable Form of Reading Physical Movement in Elementary Education
- Structured Writing Workshop
- Implementing Mentorship Programs
- An Alternative Look at Peer Editing
- Constructivism in the Middle School
- Reading Loss in the Summer Months Brain-based Environment
- Beginning Band Students Teaching Parents
- Benefits of High School Shop Classes
- ACT Testing Strategies
- Peer teaching
- Character Education
- What Impact Does Readers Theatre Have
- Creating a Sense of Belonging
- Helping At-risk Students
- Responsive Teaching on Learning Styles

- The Effects of Brain-based Learning Strategies
- Helping Students Overcome Learned helplessness
- Implementation of Writing Portfolios in the Classroom
- Reading Strategies that Work
- Understanding the Importance of Parental Involvement
- Increasing Students Interest in Reading
- Reading Motivation
- Effects of Morning Meetings on Students
- Using Morning Meeting Study
- Using Brain Gym With Students on the Autism Spectrum
- Cooperative Learning
- Character Education
- School A's Mathematics
- Motivation of Today's Students
- Reading Comprehension
- Paraprofessionals TEACCH in Special Education Classrooms
- Student Self-Assessment
- Journal Writing in a Math Classroom
- The Role of Literacy Collaborative in Reading
- Theory of Multiple Intelligences
- Morning Meeting-Impact on Classroom Environment
- The Longitudinal Benefits of Reading Recovery Consistent Use of Common Writing language
- Student Writing Portfolios
- Math Probe Effect on Passing the Basic Standard Test in Mathematics
- Incorporating brain-based Learning Strategies
- Development of Constructivism Materials
- I Have the Write to Know What I Think
- Differentiated Instruction
- Writing Workshops
- Extracurricular Activities and Academic Performance
- Six Traits
- Math Anxiety
- Character Education
- Differentiated Instruction
- Mentoring Effects on a New Teacher
- Effects of Responsive Classroom
- The Effect of Forming Student Relationships
- Improving Teacher Moral Using the Fish!
- Strategies The Effects on Students Attitudes





## ACTION RESEARCH Interview

<b>TOPIC BACKGROUND</b>	
What is your topic of interest?	
Why does this topic interest you?  What do you want to know?	
Is there a situation you'd like to change or a hypothesis you'd like to test?	
Do you think this topic will sustain your interest for 18 months?	
What would you specifically like to study within this topic area?	
<b>RESEARCH QUESTION</b>	
What are some potential research questions?	
Is this question simplistic and straight to the point? Can it be answered?	
<b>RESEARCH</b>	
How will this research benefit you professionally?	
Who would be interested in such a study?	

How will this research contribute to the field of education?										
Who would be the target population of this study?										
Who would select the actual study sample?										
Would you like to implement/try something new or just find out more about the topic? If yes, what?										
How will you measure if it makes a difference?  <i>Note: You need 3 data sources to ensure triangulation</i>	Possible Source #1			Possible Source #2			Possible Source #3			
What would be a reasonable timeline for implementation of your study?	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	
<b>OUTSIDE FACTORS</b>										
Would you need to gain permission to conduct this study?  If yes, from whom?										
Are there any ethical or confidentiality issues you need to consider?										
Are there any special materials or resources you'd need to conduct the study? If yes, how will you obtain them?										
<b>MISCELLANEOUS QUESTIONS</b>										

## DEVELOPING YOUR RESEARCH QUESTION



- Is the research question something I/others care about? Is it arguable?
- Does the research question provide a new perspective on an old idea or solve a problem?
- Is the research question researchable within the given time frame and location?
- What information is needed to answer it?
- Is the research question one that is of interest to the researcher and potentially to others?
- Is it a new issue or problem that needs to be solved or is it attempting to shed light on previously researched topic?
- Is the research question researchable?
- Have you considered the available time frame and the required resources?
- Is the methodology to conduct the research feasible?
- Is the research question measurable and will the process produce data that can be supported or contradicted?
- Is the research question too broad or too narrow?
- Is the question clearly congruent with the data used to conduct the research?
- Does the question require more than a yes/no answer?
- Is the question open-ended?

# BRAINSTORMING QUESTIONS

## Activity



BRAINSTORMING	SAMPLE RESPONSES	YOUR RESPONSES
<b>Who do I want to do this with?</b>	3 <sup>rd</sup> Grade Elementary Students	
<b>What's my topic?</b>	After school programming	
<b>What do I want implement?</b>	An after school program that teaches and promotes non-electronic modes of engagement	
<b>What do want to change?</b>	Students going home and engaging in electronics	
<b>Why do I want to do this?</b>	To see if they would attend and if their after school electronic use would reduce	

POSSIBLE QUESTIONS	SAMPLE QUESTION	YOUR QUESTIONS
<b>Using the brainstorming information above, what are some possible questions?</b>	What impact would the implementation of a 3 <sup>rd</sup> grade electronic-free after school program have on their overall use of electronics?	

# ACTION RESEARCH QUESTION

## Examples



- How does implementing Child Directed Intervention (CDI) prior to teacher directed activities affect a student's engagement?
- How does the amount of sleep affect the reaction time of a student athlete?
- What impact does guided reading followed by written reflection have on comprehension?
- How does cool white fluorescent lighting affect student behavior?
- What effect does implementing a structured, daily independent reading time have on the literacy achievement of Kindergartners?
- What impact does a ZAP (Zeroes Aren't Permitted) program have on student grades?
- How will the use of peer assessment strategies impact student accountability of their learning in a flipped Social Studies Classroom?
- How do Fluorescent light covers affect the behavior of students?
- What impact does the implementation of active learning activities have on student participation?
- Will implementing a research based social skills curriculum lessen the number of behavioral referrals that students receive?
- What effect does using Reciprocal Teaching in 3<sup>rd</sup> grade Early Intervention Reading have on students reading comprehension?
- How does whole brain teaching affect student learning in a social studies classroom?
- How will using brain based strategies for learning affect students' spelling test scores?
- How does the form of feedback impact student's motivation to improve through performance?
- How does implementing a social skills curriculum (Second Step) affect behavior in a Kindergarten classroom?
- How will using text messaging to communicate with parents affect reciprocal communication with the teacher?
- How does background music affect elementary math performance?
- Would explicitly teaching phonemic awareness with a multi-sensory approach be beneficial for struggling students?
- How does allowing student choice in homework affect academic performance?
- How does relationship building using the Adopt-a-kid idea change a child's attitude?
- How does the use of contemporary literature versus classic literature affect student learning of literature concepts?
- How is student retention of math concepts affected by a student led classroom versus a traditional teacher led classroom?
- How does increased interaction with vocabulary words increase student retention of vocabulary words?
- How does a multisensory approach to teaching alphabet letters impact letter identification?
- What impact do fine motor activities have on improving student handwriting?
- Are Roleplaying and Strategy Games Viable for Increasing Student Engagement?
- The Effect of Reciprocal Teaching on Reading Achievement
- Which Method more effectively Increases Speed, Knowledge Growth and Attainment in Basic Math Facts – Traditional Methods vs. Technology Based Methods
- What is the Effect of Daily Quizzes on Knowledge Retention of 8<sup>th</sup> Grade History Students?

- How Does Scheduled Common Planning Time Affect Staff Perception of Peer Support in a Small Elementary Building?
- Which Method Most Effectively Increases Speed, Knowledge Growth, and Attainment of Basic Addition Facts - Traditional Methods vs. Handheld Devices?
- Parental Involvement and Migrant Student Reading Achievement
- The Influence of Mentoring on New, Non-Tenured Faculty Members in a K-12 District
- How Will Efforts to Increase Student Motivation and Engagement Affect Reading Achievement?
- The Effect of the Flipped Classroom on Student Achievement
- Do Brain Breaks Affect Classroom Management?
- How Do Scheduled Brain Breaks Affect Students' Reading Achievement?
- What Impact Does Reading Music Lyrics Have on the Reading Fluency of Second Grade Students?
- Special Education Student Goal Setting and its Effect on Achievement
- How Does Homework Affect Student Achievement in a 3<sup>rd</sup> Grade Reading and Math Class?
- Does implementing the Daily Five increase student motivation and student achievement in reading when used in addition to a daily center structure in a kindergarten classroom?
- Does a "Station Rotation" model of blended learning increase academic growth more than only a "Face-to-Face" classroom model?
- What Impact Does the Practice of Mindfulness Have on Student Stress?
- Parental Involvement in Education
- How Does a One to One iPad Integration Impact Student Homework?
- What is the Impact of Brain Gym® Activities on the On-Task Behavior of Students Receiving

## ACTION RESEARCH PROPOSAL

<b>NAME</b>		
<b>PROJECT TOPIC</b>		
<b>RESEARCH QUESTION</b>		
<b>DATES OF STUDY</b>	<b>Start</b>	<b>End</b>

<b>RESEARCH SUMMARY</b>	
In general, describe the research you are considering.	
Please state the method(s) you are considering. (qualitative, quantitative, mixed)	
Describe the purpose of the research and task subjects will be asked to complete.	

## ACTION RESEARCH PROPOSAL

Discuss the plan for data collection and triangulation of the data.	<b>Data Source #1</b>	<b>Data Source #2</b>	<b>Data Source #3</b>
Describe the purpose of the research and task subjects will be asked to complete.			

SUBJECT POPULATION									
Describe your subjects	# Male	#Female	Age Range		Subjects (check all that apply)				
				<b>From:</b>	<b>To:</b>		Elementary Students		Secondary Students
							Community Members		Volunteers
							Parents		Staff
							Other:		Other:



## ACTION RESEARCH PROPOSAL

<b>TIMELINE</b>		
<p>Please draft a tentative timeline for your research study.</p> <p>Be as specific as possible.</p>	<b>Date</b>	<b>Action</b>
	<b>June/July</b>	
	<b>August</b>	
	<b>September</b>	
	<b>October</b>	
	<b>November</b>	
	<b>December</b>	
	<b>January</b>	
	<b>February</b>	
	<b>March</b>	
	<b>April</b>	
	<b>May</b>	

## ACTION RESEARCH PROPOSAL

<b>OUTSIDE FACTORS</b>	
Are specific approvals needed? If yes, from whom?	
What confidentiality measures do you plan to utilize?	

<b>GENERAL ADVISORY GROUP MEMBER AND/OR FACILITATOR COMMENTS</b>

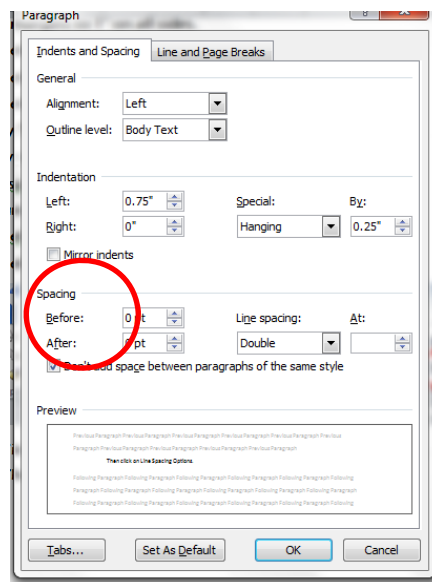
<b>APPROVAL SIGNATURES</b>	
<i>By signing this research proposal, you are agreeing to support the research described above.</i>	
Researcher	
Advisory Group Member	
Advisory Group Member	
Advisory Group Member	
Advisory Group Member	
Advisory Group Member	
Advisory Group Member	
University-Based Facilitator	
School-Based Facilitator	
Final Date of Approval	

# SETTING UP YOUR RESEARCH PAPER

1. Set the margins to 1” on all sides.
  - a. Select Page Layout on top toolbar.
  - b. Select Margins
  - c. Select Normal (1” on all sides”)
2. Use only Times New Roman – 12 font.
3. Have two spaces after all end punctuation.
4. Double space everything.
5. Make sure there is no additional spacing after paragraphs.
  - a. Select Home on top toolbar.
  - b. Select Paragraph settings.

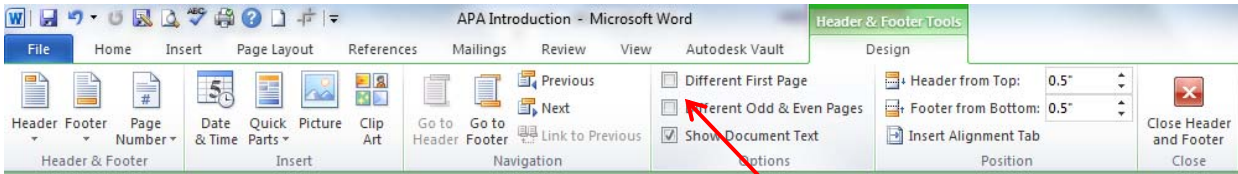


- c. First, make sure the 2.0 has been selected for line spacing.
- d. Then click on Line Spacing Options.
- e. Under Spacing at the bottom of the box, make sure both Before and After are set to 0 pt.



## Inserting Running Head:

1. The running head is the identifier at the top of every page. Once set up, you will not have to worry about it again.
2. At the top of the title page, double click on the page where the header would go.
3. It will bring up the following menu:



4. First, select the box in front of Different First Page.
5. Click your mouse on the left side of the header.
6. Right click to bring up the font options. Make sure it is set for Times New Roman – 12 font.
7. Type the words exactly as follows – Running head:
8. After the colon, using all caps, type your running head title.
9. Tab over to the far right margin.
10. Click on Page number on the tool bar.
11. Select Current Position, then select Plain Number.
12. Either select Close Header and Footer, or double-click outside of the header.
13. On page 2, repeat steps 5-12, only do not use the words “Running head:”, just type your running head title in all caps as you did before.
14. You will now have the running head set up on all pages, and it will automatically number your pages for you.

# WRITING AND CITING IN APA

1. No contractions allowed.
2. Indent each paragraph one tab space.
3. Every direct quote needs a full citation.
4. When citing, there are three things you must include every time:
  - a. Author
  - b. Year
  - c. Page number
  - d. If no page number is available because you are using a web site, then you need to list the paragraph number. Count the number of the paragraph and write as “para. #”
5. This can be done two different ways, as a signal phrase and citation or entirely as a citation.
6. Signal phrase option:
  - a. The author’s name is used in the sentence with the year behind it in parentheses; the page number comes at the end of the sentence.
  - b. Ex.  
According to Nuytten (2013), all citations must “be clearly identified with quotation marks and a page number” (p. 15).
    - i. The citation comes after the sentence, but before the period.
    - ii. There is one space between p. and the number.
7. Full citation
  - a. All information is in parentheses at the end of the sentence.
  - b. Ex.  
Current practice requires that all citations must “be clearly identified with quotation marks and a page number” (Nuytten, 2013, p. 15).
8. Paraphrasing
  - a. If using a paraphrase, then only the author and year must be identified. The page number is not required like it is in a direct quote.
  - b. Like a quote citation, it can be either part of a signal phrase, or at the end of the sentence.
9. Headings
  - a. Headings are the dividers/identifiers of sections.
  - b. Like levels of an outline.
  - c. Will probably only need three levels.

## HEADING SAMPLES

Heading Level #1 – title of paper or section

**Centered, Bold, Uppercase and Lower Case**

After the heading, hit a return, indent, and begin the text.

Heading Level #2 – main sections

**Flush left, Bold, Uppercase and Lower Case**

After the heading, hit a return, indent, and begin the text.

### Heading Level #3 – subsections

**Indented, bold, first word capitalized, all else lower case, end the heading with a period.** Start text two spaces after the period.

### Heading Level #4– subsections

***Indented, italicized, bold, first word capitalized, all else lower case, end the heading with a period.*** Start text two spaces after the period.

### Heading Level #5– subsections

***Indented, italicized, first word capitalized, all else lower case, end the heading with a period.*** Start text two spaces after the period.

## **References**

1. Reference page follows at end of paper.
2. The word “References” should be non-bolded, and centered at the top of the page.
3. Proper formatting has first line of each reference flush left, and following lines indented one tab. You can set your tab stops on that page before you begin.
4. References are listed alphabetically.
5. Only list references that were cited in the text. Do not include references that were not cited.

## **Format for References**

Three main types:

### 1. Book

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication.* Washington, DC: American Psychological Association.

### 2. Periodical/Journal

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages. <http://dx.doi.org/xx.xxx/yyyy>

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(3), 5-13.

### 3. Web Page

Author, A. A., & Author, B. B. (Date of publication). *Title of document.* Retrieved from <http://Web address>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format.* Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>



## TITLE PAGE -- SAMPLE

Running head: STUDENT WORK

1

How Does Looking At Student Work Affect Teaching Strategies?

Susie Stellar Student

In partial fulfillment of a Master's of Science Degree in Education

Southwest Minnesota State University

May, 2015

13132 Co Hwy Sample

Sampleville, MN 55555

Telephone: 555-555-5555

Email: [sample@hotmail.com](mailto:sample@hotmail.com)

Facilitators: Dr. Tanya Yerigan  
Jay Meiners or Scott Jans



## ABSTRACT OVERVIEW

An abstract is really just a brief summary of your research paper and is generally the first thing your reader will read after the title. It allows readers to get an idea of what you say in your paper so they can decide if they want to read the entire paper. Therefore, this is a very important section because you want people to actually read what you spent so much time writing. Pretend you are writing a 1/2 page version of the actual research paper. You will summarize all the main points that you made in your research paper. Be careful not to say "This paper looked..." but rather "The researcher looked at the increase in gangs in Worthington and presents methods for effectively dealing with this increase." You would also want to mention what the increase was and briefly highlight the finding that you present in your paper.

Remembering several guidelines should help you write an effective APA abstract:

- Write the abstract last--after you have written the paper.
- The abstract is always page two.
- The word "Abstract" is centered at the top of the page.
- The running head will appear as the all capitalized running head title. The words running head are not included.
- You should not repeat your title in the abstract because this is redundant and takes up precious space.
- Keep it short--no longer than 1/2 page (roughly 150 -250 words).
- Double space your abstract and do not indent the first line of text. You should have 1 paragraph with no indentation.
- Use all of your own words and do not cite any outside sources.

### Sample:

PREVENTING OBESITY IN CHILDREN

2

#### Abstract

Obesity is a recent health epidemic that has dire consequences for America's health, especially for its children. The causes contributing to this epidemic include sedentary life styles, calorie intake, and major changes in the eating patterns of American families. Among these changes in eating habits is the amount of food Americans consume, how often they consume those foods, and the types of foods themselves. Blaa...Blaa..Blaa..





## **TABLE OF CONTENTS OVERVIEW**

- The Table of Contents is page three of the text.
- Center the words, “Table of Contents” on this page.
- Double space and begin typing the Table of Contents.
- As every page of your paper will be numbered, your Table of Contents should identify page numbers for the Abstract, each Section, References, and each Appendix.

# TABLE OF CONTENTS

## SAMPLE

THIS IS THE TITLE PART OF YOUR RUNNING HEAD 3

### Table of Contents

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Under Chapter Three, you will see that the chapter is further broken down in the indented areas. You may break down each section, if you wish. If you choose to break down the sections, you decide what to include.



# CHAPTER ONE: INTRODUCTION OVERVIEW

## **Introduction** (Level 1 Heading)

Start off with a hook and a brief introductory paragraph. Then, give some background on the issues and/or topic of study. This should lead to your description of the purpose of the study which is next. No heading is used for this.

### **Purpose of the Study / Problem Statement** (Level 2 Heading)

The purpose of this study is to...blah, blah, blah. Watch your verb tense—be consistent! Specifically sell the reader on WHY you are doing this study. What compelled you to feel this study is so important to undertake at this time. Point out to the reader any existing needs or lacks of knowledge regarding your topic. What isn't yet known, but critically needed, regarding your area of interest? For example "Prior research has looked at gender differences in aptitude, but not by age level or age range." Be sure to include your research question(s).

### **Setting** (Level 2 Heading)

This is a brief description (not too many details) of who is being studied and where the study is being done. You usually do not name the organization or school system or give other identifying information, unless the group has agreed to be identified. Don't elaborate too much. You will do that in Chapter Three under population.

### **Definitions** (Level 2 Heading)

Define important terms you use that may have several definitions and that need clarification for the reader. Remember, certain definitions may be common to you but not to others. The use of lists for the definitions is acceptable. Within the lists, the use of alphabet, numbers and bullets are all acceptable. Cite references for definitions when appropriate. Some of these should be backed up by citations, but it's not necessary for all of them to be.

### **Limitations/Assumptions** (Level 2 Heading)

Here you talk about what the study does and does not cover. You caution the reader to not generalize or make broad interpretations from your results. What are things that might threaten the validity of the study..."you think it happened because of X, but Y and Z, which you couldn't build into your study, could have contaminated or affected the outcome". Think of things that might impact your study and talk about or list

them. Tell of anything you are doing to reduce or remove any such threats or variables. Maybe you can't but you have made the reader aware of them.

### **Significance of the Study** (Level 2 Heading)

Forecast the expected benefits and beneficiaries of the study. You will know you are on the right track when you are making statements like “Administrators will know/do...” or “Teachers will know/do...” Since your research is not done, guesses based on prior research, experience and hunches are ok.

### **Organization of the Study** (Level 2 Heading)

Tell the reader about how your paper will be organized. Here's a fairly general format...” In Chapter Two, appropriate literature related to the problem just described will be examined. In Chapter Three, the research methodology selected to respond to the problem will be delineated. In Chapter Four, the data will be presented and analyzed. The study will conclude with Chapter Five, which will include a summary of conclusions drawn from the data presented in Chapter Four.

### **Summary** (Level 2 Heading)

In a few sentences, summarize by telling the reader what you just told them in the proceeding sections. Then transition or bridge into Chapter Two by sharing what is coming next.



## CHAPTER ONE: INTRODUCTION RUBRIC

CHAPTER ONE CONTENT:	Required Components	1 Not Present Must Add	2 Present Needs Revision	3 Present Meets Standard	4 Present Exceeds Standard
<b>Introduction Overview/ Background</b>	<ul style="list-style-type: none"> <li>-Provides a narrative hook.</li> <li>-Provides a brief introductory paragraph.</li> <li>-Gives background on the issue/topic.</li> <li>-Builds up to the description of purpose.</li> </ul>				
<b>Purpose of Study Problem Statement</b>	<ul style="list-style-type: none"> <li>-Tells the purpose of the study.</li> <li>-Sells the reader on WHY you are doing the study.</li> <li>-Tells the reader WHY the study is important at this time.</li> <li>-Points out any existing needs/ lack of knowledge on the topic.</li> <li>-Includes your research question.</li> </ul>				
<b>Setting Audience</b>	<ul style="list-style-type: none"> <li>-Tells who is being studied.</li> <li>-Explains where the study is being conducted.</li> <li>-Identifies your schools if you have approval to do so. *minimum detail here*</li> </ul>				
<b>Definitions</b>	<ul style="list-style-type: none"> <li>-Identifies major terms.</li> <li>-Cites references for definitions when appropriate.</li> </ul>				
<b>Limitations/ Assumptions</b>	<ul style="list-style-type: none"> <li>-Tells the reader what the study does not cover.</li> <li>-Tells what might threaten the validity.</li> <li>-Tells what you're not able to account for.</li> <li>-Explains what might impact your study.</li> <li>-Tells what you've done to reduce/remove threats or variables.</li> </ul>				
<b>Significance of Study</b>	<ul style="list-style-type: none"> <li>-Tells who the study is significant to. Be specific.</li> </ul>				
<b>Organization of Study</b>	<ul style="list-style-type: none"> <li>Explains what's to be expected in the following:</li> <li>-Chapter One</li> <li>-Chapter Two</li> <li>-Chapter Three</li> <li>-Chapter Four</li> <li>-Chapter Five</li> </ul>				
<b>Summary</b>	<ul style="list-style-type: none"> <li>-Tells the reader what you just told them-1 or 2 paragraphs.</li> </ul>				

	-Transitions to Chapter Two.				
<b>Critical Elements</b>	-Transitions -Analysis -Synthesis				

<b>CHAPTER ONE APA:</b>	<b>1 Incorrect or Not Present Below Standard</b>	<b>2 Correct Meets Standard</b>	<b>Comments/ Suggestions</b>
<b>Title Page</b>			
<b>Margins-1 inch on all sides</b>			
<b>Font-Times New Roman</b>			
<b>Font-Size 12</b>			
<b>In-Text Citations</b>			
<b>Block Quotes</b>			
<b>References</b>			
<b>First Person</b>			
<b>Free of Contractions</b>			
<b>Headings</b>			



## CHAPTER TWO: LITERATURE REVIEW OVERVIEW

- The literature review offers a critical look at existing research (information that is already published) that's significant to the writer's topic.
- The literature review demonstrates the writer's knowledge of the field.
- The literature review justifies the writer's proposed study.
- The literature review sets the context for the research.

### Caution:

- Don't try to read everything
- Don't forget to write while still reading
- Don't lose reference details
- The Literature Review section is written in either past tense (researchers showed) or present perfect tense (researches have shown). You must be consistent throughout the chapter!!
- This chapter will probably be the longest.

### Literature Review (Level 1 Heading)

#### Introduction (Level 2 Heading)

This will be the first section in Chapter Two. This is where you briefly tell them what you're going to tell them.

#### Statement of the Problem (Level 2 Heading)

This is where you tell them what the problem is and why the problem should be researched whether initially or again. Is it to resolve inconsistencies in previous research? What is your question? Why is it important to you and/or your district, the students, etc? In the last few sentences, summarize what you have shared in this section.

#### Body---this is not a heading.

You may segment the body of your literature review with headings of your choosing. You will need to review several current and relevant literature sources. You should synthesize the information. Your writing becomes much too cumbersome without reviewing the information. Synthesizing provides for better understanding and transition. Just a few sentences within the literature quotes will make a huge difference. Be sure you are not interjecting your opinion though. Also, be sure to identify classic or landmark studies. If you are citing a classic or landmark study, say so. If a landmark or classic study was replicated, say so and state result.

It is usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your research question.

You will want to be sure to tell us if there are gaps in the current literature. Is your study filling this gap or is your study simply adding to the current body of knowledge? You must share which your research is doing. Do not miss this.

### **Summary** (Level 2 Heading)

A good summary should include:

- ✓ References made to the problem under review;
- ✓ A recap of the major underlying themes/theories and similarities/differences;
- ✓ An explanation of where your research will fit in the body of knowledge (conducting research that has been done before and simply adding to the current body of knowledge or will you be filling a gap that you found);
- ✓ A Clear transition to the next part of your paper. Do this by telling the reader what to expect in Chapter Three. This is something you should do at the end of every chapter.

### References

(Not a true level 1 heading. It is centered but not bold.)

The reference section of your paper will always begin on a new page. References can be obtained from the sources listed below. Citing sources within your paper and referencing them on your reference page can often be tricky. You may use Owl at Purdue website or an online resource to assist with this. Students often like to use Citation Machine. With this online program, you enter the information and it does the in text and reference page formatting for you. Caution... they are not always correct but do get close.

- Academic journal articles
- Books
- Conference proceedings
- Government and corporate reports
- Newspapers
- Theses and dissertations
- Internet based e-journals
- Magazines





## CHAPTER TWO: LITERATURE REVIEW RUBRIC

CHAPTER TWO CONTENT:	Required Components	1 Not Present Must Add	2 Present Needs Revision	3 Present Meets Standard	4 Present Exceeds Standard
<b>Introduction Overview/ Background</b>	<ul style="list-style-type: none"> <li>-Provides a narrative hook.</li> <li>-Provides a brief introductory paragraph.</li> <li>-Gives background on the issue/topic.</li> <li>-Builds up to the Statement of the problem.</li> </ul>				
<b>Purpose of Study Problem Statement</b>	<ul style="list-style-type: none"> <li>-Tells the purpose of the study.</li> <li>-Sells the reader on WHY you are doing the study.</li> <li>-Tells the reader WHY the study is important at this time.</li> <li>-Points out any existing needs/ lack of knowledge on the topic.</li> <li>-Includes your research question.</li> </ul>				
<b>Body</b>	<ul style="list-style-type: none"> <li>-Uses several current and relevant literature sources.</li> <li>-Identifies present themes, trends and relevant theory.</li> <li>-The information is not just shared but is also evaluated and synthesized.</li> <li>-Direct quotes are not over used.</li> <li>-Landmark and/or classic studies and/or researchers are identified.</li> </ul>				
<b>Literature Variety</b>	<ul style="list-style-type: none"> <li>-Uses a variety of literature sources including books, academic articles, conference proceedings, interviews, government documents, newspapers, theses and/or dissertations, scholarly internet sources, magazines, etc)</li> <li>-Literature review includes several citations from multiple sources and/or references.</li> </ul>				
<b>Research Position within Current Body of Knowledge</b>	<ul style="list-style-type: none"> <li>-Shares any gaps in the literature.</li> <li>-Shares where his/her research fits.</li> </ul>				
<b>Summary</b>	<ul style="list-style-type: none"> <li>-Basically, the reader “tells them what you just told the”-1 or 2 paragraphs.</li> <li>-References are made to the problem under review</li> </ul>				

	-Recaps the major underlying themes/theories and similarities/differences. -A clear transition is made to Chapter Three.				
<b>References</b>	-References begin on a new page. -References are present.				
<b>Critical Elements</b>	-Transitions -Analysis -Synthesis				

<b>CHAPTER TWO APA:</b>	<b>1 Incorrect or Not Present Below Standard</b>	<b>2 Correct Meets Standard</b>	<b>Comments/ Suggestions</b>
<b>Title Page</b>			
<b>Margins-1 inch on all sides</b>			
<b>Font-Times New Roman</b>			
<b>Font-Size 12</b>			
<b>In-Text Citations</b>			
<b>Block Quotes</b>			
<b>References</b> (on new page, for each reference the first line is left justified and subsequent lines are indented, all in-text citations are on reference page)			
<b>First Person</b>			
<b>Free of Contractions</b>			
<b>Proper Headings</b>			



## LITERATURE RESOURCE TRACKING CHART

*Use this form to keep track of each of the resources you access.*

Resource Title	
Author	
Publication Date	
Main Idea	
Major Ideas	
General Ideas	
Patterns/Themes	
Thought Leader?	
Relationship to Research Question	
Notes	



## LITERATURE REVIEW COMMON MISTAKES & COMMENTS

### General Comments:

- When you are writing about your research (no matter what chapter), assume the reader knows **NOTHING** about the topic. You need to explain everything to them. Assume nothing.
- Please be sure to end your literature review with a summary section. Summaries should include a synthesis of major trends identified in your lit review (positive and negative aspects), whether or not your research will be adding to the existing body of knowledge on the topic or will it be filling a gap that exists in the current literature. Finally, end this section with a transition to Chapter Three. Tell the reader what to expect next. You should provide this transition at the end of each chapter.

APA Comments: (However, do **NOT** fixate on these. If you miss something, it will be pointed out in your drafts)

- Always include a title page on each draft
- Always include a reference page with each draft
- If you take work from a text, you must quote it.
- If you use a direct quote, you must use a page number or if from the internet use a para # (paragraph number).
- Margins are 1 inch on all sides
- Use font size 12 and font Times New Roman

# DATA COLLECTION GRAPHIC

## It is a good question if...

- ✓ You don't know the answer
- ✓ The wording is specific and clear
- ✓ It will guide data collection
- ✓ It relates to something that can be implemented, improved or altered
- ✓ It is not too narrow or too broad
- ✓ It can pass the "so what" test

## The information/data are useful if...

- ✓ It is directly relevant to your question
- ✓ It helps you understand your issue/strategy better
- ✓ It can be acquired fairly, affordably and easily

What questions are you answering?

What Info is needed to answer the question?

What is your data collection plan?

What are your data collection sources?

## A good data collection plan will...

- ✓ Identify at least three measures
- ✓ Identify where and when each measure will be collected
- ✓ Identify who is responsible for the data collection
- ✓ Identify how the data will be analyzed

## Possible data sources...

- ✓ May come from existing data
- ✓ May come from primary sources
- ✓ Should be in an accessible format

Interviews  
Work Samples  
Grades  
Attendance  
Pre/Post Tests  
Document Review

Surveys  
Observations  
State Tests  
Discipline Ref.  
TOT Log  
Homework Completion

Questionnaire  
Reflection Log  
National Tests

# SO WHAT'S TRIANGULATION ANYWAY?

## SAMPLE RESEARCH QUESTIONS

### Question #1:

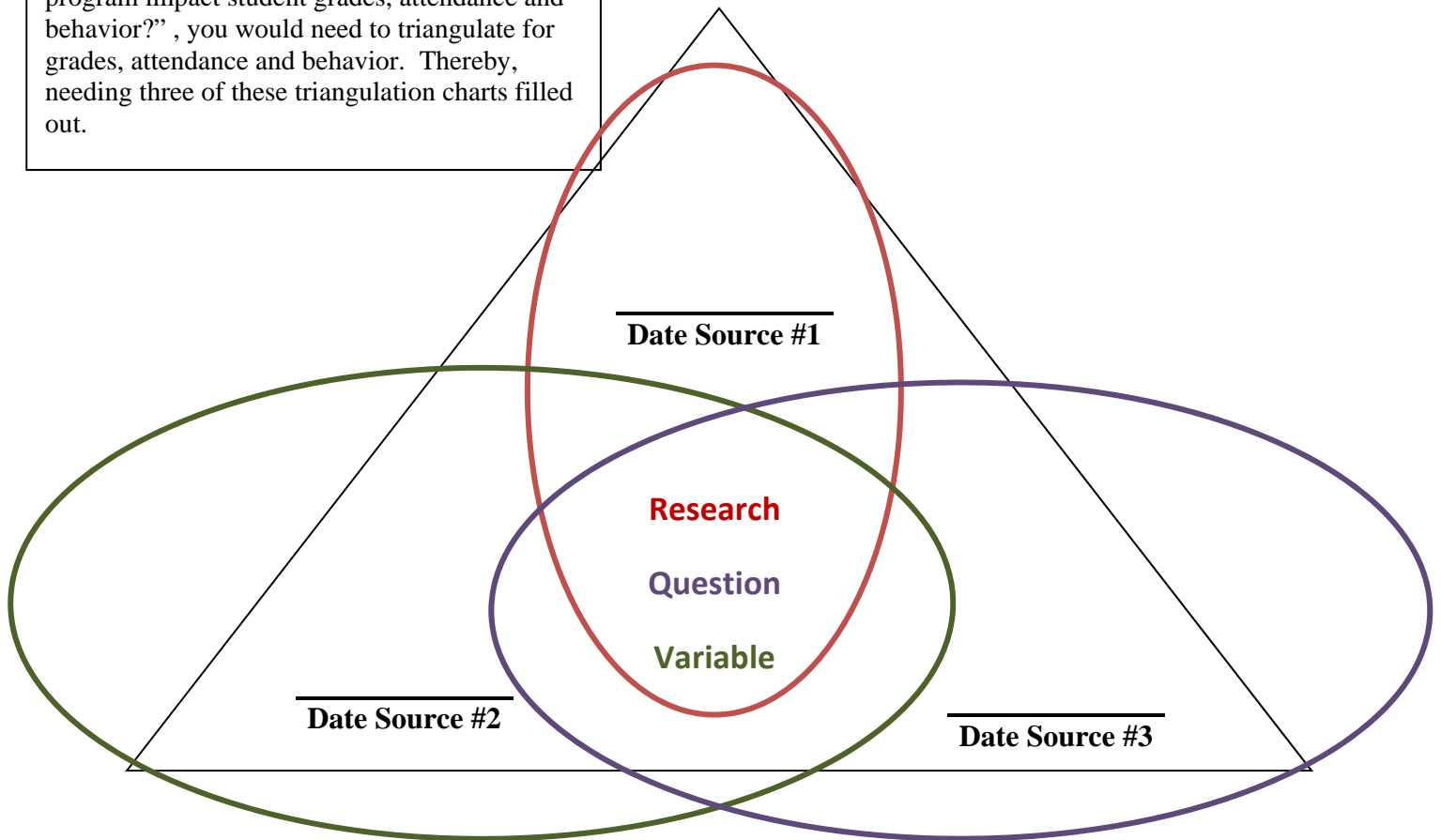
“How does the implementation of a character education program impact student grades?”  
Since this question has one focus (grades), you would need to triangulate three ways of looking at student grades.

### Question #2:

If your question stated “How does the implementation of a character education program impact student grades, attendance and behavior?”, you would need to triangulate for grades, attendance and behavior. Thereby, needing three of these triangulation charts filled out.

You need to make sure that the data you are collecting actually answers your research question.

Furthermore, you must have at least three sources of data for each question. If your research question has more than one research variable, you will have to triangulate each piece.





## CHAPTER THREE: METHODS OVERVIEW

### Methods

(Level 1 Heading)

#### Introduction (Level 2 heading)

Here you “tell’em what you’re going to tell’em”. In other words, you chain together the major subtopic break down of Chapter Three to give the reader a preview of what to expect. Do not cross the line into starting to describe the design.

#### Restatement of the Problem (Level 2 heading)

This is a literal restatement. Just cut and paste your statement of the problem from Chapter One.

#### Research Methodology/Design Methodology (Level 2 heading)

This section should be lean. Identify any and all buzzwords to characterize your study and to provide brief supporting rationale of it. In general, tell us what you plan to do. Is your study qualitative or quantitative? Why?

#### Subjects (Level 2 heading)

Be sure to give a couple sentence introduction in this space. It is never good to have a one sentence paragraph for any level heading or part of your paper.

**Population.** (Level 3 heading) This level heading has the text begin two spaces after the period. Subsequent lines are left justified. Again, establish a general to specific flow. Start with a narrative with some general background about the population at large. Who are they? What are they about? Include geographical background, socioeconomic status, ethnic composition of the area, location, primary means of employment of the residents of the towns where the school is located, etc. Include anything that we ‘locals’ might take for granted.

**Sample.** (Level 3 heading) This level heading has the text begin two spaces after the period. Subsequent lines are left justified. Now you are going to get to even more specific delineation of the population by specifying the selection procedures. Tell what specific population you will be working with. Tell how you selected that population. Tell how the participants were recruited. For example, was every 5<sup>th</sup> grader allowed to participate in the study or was it only students in your classroom or just 5<sup>th</sup> graders in the special education classroom, etc. How many males/females will be in your study? What is the age of the sample population?

#### Design (Level 2 heading)

Be sure to give a couple sentence introduction in this space. It is never good to have a one sentence paragraph for any level heading or part of your paper.

**Instrumentation.** (Level 3 heading) This level heading has the text begin two spaces after the period. Subsequent lines are left justified. Instrumentation in the broad sense of the term includes any procedure involving data collection from real live human whether face-face or not. You need to explain each instrument you utilize. Use this section to preface the instruments you are utilizing for your triangulation. Here are some you might include but are not limited to:

- 1) Document Review
- 2) Quantitative and/or open-ended qualitative surveys
- 3) Interview Protocols
  - individual in-depth interviewees

- focus group interviewees
- telephone interviews (singly or in groups)
- 4) Observation Protocols
  - checklist of target behaviors
  - log books (for participant observer)

Tell us what you are doing with each instrument. Be specific about your steps and actions in the process. Under the instrumentation section, I would suggest that you utilize a separate sub-heading for each instrument you describe. For example:

**Survey/interview.** (Level 4 heading) Rather than Survey/Interview, use the actual name of instrument. This level heading has the text begin two spaces after the period. Subsequent lines are left justified. Be sure to give a couple sentence introduction in this space. It is never good to have a one sentence paragraph for any level heading or part of your paper.

**Content.** (Level 5 heading) This paragraph gives a narrative overview of the content. Such as what topic areas are covered? In what order? How many questions are used? This level heading has the text begin two spaces after the period. Subsequent lines are left justified.

**Format.** (Level 5 heading) This paragraph gives a narrative overview of the format. How is it organized? What is the scaling of the questions? Fill-in-the-blank? Likert scale? If so, what is the nature of the scale ranging from 'strongly agree' to 'strongly disagree', etc. This level heading has the text begin two spaces after the period. Subsequent lines are left justified.

**Pilot-test procedures.** (Level 5 heading) This level heading has the text begin two spaces after the period. Subsequent lines are left justified. This paragraph gives a narrative overview of the pilot-test procedures. How did you pilot the instrument? Where, when and how did you pilot the test? Who were the pilot judges? What feedback did they give you and how did you modify your instrument based on their feedback?

## **Procedures** (Level 2 heading)

Be sure to give a couple sentence introduction in this space. It is never good to have a one sentence paragraph for any level heading or part of your paper.

**Data collection procedures.** (Level 3 heading) This level heading has the text begin two spaces after the period. Subsequent lines are left justified. This is the step-by-step action plan of your study. It is where you spell out exactly the logistics of how you will actually carry out your data collection.

- How, where and when will you administer such things as surveys or conduct interviews?
- Who are the key on-site contacts?
- Who gave institutional approval for your data collection?
- How did you obtain parental (if nec.) permission for your data collection?
- How will the data be handled, stored, etc.
- When will you travel to the site?
- How long will the collection take?
- Will assistants be helping? Who are they?
- Give a timeline if possible. Be prepared to change this once your study gets underway.

**Data analysis procedures.** (Level 3 heading) This level heading has the text begin two spaces after the period. Subsequent lines are left justified. This section must explain how you will answer your research question with the data you are collecting.

## **Summary** (Level 2 heading)

Briefly recap what you will be doing in your study regarding data collection. Tell how it will be explained through narrative and/or visual display in Chapter Four. Be sure to provide a clear transition to Chapter Four.





## CHAPTER THREE: METHODS -- RUBRIC

CHAPTER THREE CONTENT:	Required Components	1 Not Present Must Add	2 Present Needs Revision	3 Present Meets Standard	4 Present Exceeds Standard
<b>Introduction</b>	-Chains together the major subtopics of Chapter Three. -Previews what's to come.				
<b>Restatement of Problem</b>	-Cut and paste this section from Chapter One.				
<b>Research Methodology/ Design</b>	<p><u>First Paragraph:</u>            -Tells what he/she plans to do.            -Identifies any and all buzzwords to characterize the study and to provide brief supporting rationale of it.            -In general, tells us what they plan to do.            -Tells whether the study is qualitative, quantitative or both.</p> <p><u>Population:</u>            -Establishes general to specific flow.            -Starts with narrative about the overall population.            -Includes geographical background, socioeconomic status, ethnic composition of the area, location, primary means of employment of the residents of the towns where the school is located, etc.</p> <p><u>Sample:</u>            -Tells what specific population you will be working with.            -Tells how you selected that population.            -Tells how the participants were recruited.            -Tells how many males/females will be in your study?            -Tells what the age of the sample population?</p> <p><u>Instrumentation:</u>            -Explains the data collection.            -Each instrument is explained including what he/she is doing with it.            -A step by step process is explained including narrative of content, format and pilot-test procedures.</p>				
<b>Data Collection Procedures</b>	-Shares a step by step action plan for the study.(Timeline) -Shares how, when and where thing are administered. -Shares key contacts. -Shares who gave institutional approval for the data collection. -Explains how parental permission was obtained. -Delineates how data will be stored –emphasizes confidentially. -Explains how long the data collection will take. -Shares who will be helping with the data collection.				
<b>Data Analysis Proc.</b>	-Clearly explains how the researcher will answer the research question.				

<b>Summary</b>	-In 1 or 2 paragraphs, the researcher briefly recaps the methodology. -Transitions to Chapter Four.				
<b>Critical Elements</b>	-Transitions -Analysis -Synthesis				

<b>CHAPTER THREE APA:</b>	<b>1 Incorrect or Not Present Below Standard</b>	<b>2 Correct Meets Standard</b>	<b>Comments/ Suggestions</b>
<b>Title Page</b>			
<b>Margins-1 inch on all sides</b>			
<b>Font-Times New Roman</b>			
<b>Font-Size 12</b>			
<b>First Person</b>			
<b>Free of Contractions</b>			
<b>Headings</b>			



## CHAPTER FOUR: RESULTS OVERVIEW

### Results

(Level 1 Heading)

#### Introduction (Level 2 heading)

General opening comments (In this chapter, the researcher intended to present the findings and results of the study.....)

Background information on what is in the chapter (narrative, tables, graphs, charts, etc.).

#### Findings and Results (Level 2 heading)

Introduce the section with a preview of what is coming. Following the introduction, you will break down and describe each instrument of data collection in an additional subordinate subheading. For each of these subordinate headings, present the data through narrative, and figures if necessary. Remember, you must give a narrative for every set of results. The use of a graph or chart is necessary only if it is needed to supplement the narrative by providing information the narrative is unable to properly convey. If a figure is used, it must be labeled and referred to in the narrative and will follow the narrative.

**Name of instrument one.** (Level 3 heading) Text begins two spaces after the period, beginning with the narrative. The narrative should present the results of the instrument in enough detail to make the meaning clear. If the narrative is unable to present the material sufficiently, then the use of a figure would be warranted. The figure will be identified as Figure X in the narrative and will follow the description of the results in the narrative. Please see the sample below.

**Name of instrument two.** (Level 3 heading) Text begins two spaces after the period, beginning with the narrative. The narrative should present the results of the instrument in enough detail to make the meaning clear. If the narrative is unable to present the material sufficiently, then the use of a figure would be warranted. The figure will be identified as Figure X in the narrative and will follow the description of the results in the narrative. Please see the sample below.

**Name of instrument three.** (Level 3 heading) Text begins two spaces after the period, beginning with the narrative. The narrative should present the results of the instrument in enough detail to make the meaning clear. If the narrative is unable to present the material sufficiently, then the use of a figure would be warranted. The figure will be identified as Figure X in the narrative and will follow the description of the results in the narrative. Please see the sample below.

#### Summary (Level 2 heading)

In this chapter the findings and results are presented. Be sure to summarize what is indicated by the data. **JUST THE FACTS!!** Do NOT insert your opinion. Be sure to preview/bridge/transition into Chapter Five. In Chapter Five the author will present the summary, conclusions, recommendations and implications.



## CHAPTER FOUR: RESULTS--SAMPLE

### Introduction

Text begins here...

### Findings and Results

Text begins here...Start by telling the reader what they can expect. Perhaps tell them what data collection was done and what will be shared.

**Instrumentation/procedure #:** be sure to put your instrument name here. Text begins here and wraps to the left margin. Here, simply tell them what the instrument was, how and when it was used.

Begin the narrative of the results here.

INSERT FIGURE HERE

*Figure #.* Descriptive title.

**Instrumentation/procedure #:** be sure to put your instrument name here. Text begins here and wraps to the left margin. Here, simply tell them what the instrument was, how and when it was used.

Begin the narrative of the results here.

INSERT FIGURE HERE

*Figure #.* Descriptive title.

**Instrumentation/procedure #3:** be sure to put your instrument name here. Text begins here and wraps to the left margin. Here, simply tell them what the instrument was, how and when it was used.

Begin the narrative of the results here.

INSERT FIGURE HERE

*Figure #.* Descriptive title.

### Summary



## CHAPTER FOUR: RESULTS--RUBRIC

<b>CHAPTER FOUR CONTENT:</b>	<b>Required Components</b>	<b>1 Not Present Must Add</b>	<b>2 Present Needs Revision</b>	<b>3 Present Meets Standard</b>	<b>4 Present Exceeds Standard</b>
<b>Introduction</b>	-Chains together the major subtopics of Chapter Four. -Previews what's to come.				
<b>Findings &amp; Results</b>	-Identify and explain each instrument, briefly. (must be a minimum of three) -Provide narrative of the findings. Just the facts. -Highlight important points. -If a figure is used, refer to the figure by name in the narrative. (In Figure 1, bla,bla..) -Figure is properly formatted and labeled.				
<b>Summary</b>	-In 1 or 2 paragraphs, the researcher briefly recaps the results. (just the facts) -Transitions to Chapter Five.				
<b>Critical Elements</b>	-Transitions -Analysis -Synthesis				

<b>CHAPTER FOUR APA:</b>	<b>1 Incorrect or Not Present Below Standard</b>	<b>2 Correct Meets Standard</b>	<b>Comments/ Suggestions</b>
<b>Title Page</b>			
<b>Margins-1 inch on all sides</b>			
<b>Font-Times New Roman</b>			
<b>Font-Size 12 (graphs can go as small as 8 or 9)</b>			
<b>First Person</b>			
<b>Free of Contractions</b>			
<b>Headings</b>			
<b>Figure Labeling</b>			



## CHAPTER FIVE: DISCUSSION OVERVIEW

### Discussion (level 1 heading)

**Introduction** (Level 2 heading) Text begins on the next line and is indented one tab. Preview what will be coming in this chapter. Be consistent with tense.

**Summary of Study** (Level 2 heading) Text begins on the next line and is indented one tab. This section should be very focused (one or two paragraphs...just the highlights). Look back at the key parts of the first three chapters.

**Summary of the Findings and Conclusions** (Level 2 heading) Text begins on the next line and is indented one tab. You can list or use narrative if you wish. If you choose to list, you must have a minimum of one or two introductory sentences prior to listing. For your research question, be sure to reference several of the following:

1. Sample-specific findings;
2. Population-generalized conclusions.

Compare your findings/conclusions with those of prior research cited in the Literature Review. Reflect how your own study turned out. Where did they agree and disagree? This is the part to critically assess what you have found and tell us what you think about it.

**Recommendations** (Level 2 heading) Text begins on the next line and is indented one tab. Be sure to give a few sentence introduction before jumping into sub-headings.

**Recommendations for practice.** (teachers, administration, etc.) (Level 3 heading) The text should begin two spaces after the period following the heading. Remember, only the first word in the heading is capitalized. You need to explain how your findings should be put into practice. Why? With whom?

You can list or use narrative if you wish. If you choose to list, you must have a minimum of one or two introductory sentences prior to listing.

**Recommendations for future research.** (Level 3 heading) The text should begin two spaces after the period following the heading. Remember, only the first word in the heading is capitalized. Be sure to share what the next research directions are including replications and extensions of your study. Be as specific as possible. This is a good place to suggest research that deals with factors/variables you could not control for and/or factors/variables you had to leave out to make your research manageable in size.

In this section, you should show that you have thought deeply about issues you could not explicitly build into your own study for reasons of practicality and/or convenience. You can list or use narrative if you wish. If you choose to list, you must have a minimum of one or two introductory sentences prior to listing.

**Implications** (Level 2 heading) Text begins on the next line and is indented one tab.

Link back to the Introduction chapter's significance of the study. Use only a few paragraphs at most. Make sure your closure is memorable and explains how your study will benefit the world. Do not confuse recommendations with implications.



## CHAPTER FIVE: DISCUSSION--RUBRIC

<b>CHAPTER FIVE CONTENT:</b>	<b>Required Components</b>	<b>1 Not Present Must Add</b>	<b>2 Present Needs Revision</b>	<b>3 Present Meets Standard</b>	<b>4 Present Exceeds Standard</b>
<b>Introduction</b>	-Chains together the major subtopics of Chapter Five. -Previews what's to come.				
<b>Summary of Study</b>	-Very focused and looks back of key parts of first three chapters.				
<b>Summary of Findings &amp; Conclusions</b>	-Sample-specific findings are shared -Population-generalized conclusions are shared -Findings/conclusions are compared to the research shared in Chapter Two. -The author has critically assessed what they have found and shared what they think about it.				
<b>Recommendations</b>	-Recommendations for practice are given. -Recommendations for future research are given.				
<b>Implications</b>	-The author tells what this study means for the world. -The author is clear with the possible implications. -The author has not confused implications and recommendations. -The author ends on a high note.				

<b>CHAPTER FIVE APA:</b>	<b>1 Incorrect or Not Present Below Standard</b>	<b>2 Correct Meets Standard</b>	<b>Comments/ Suggestions</b>
<b>Title Page</b>			
<b>Margins-1 inch on all sides</b>			
<b>Font-Times New Roman</b>			
<b>Font-Size 12 (graphs can go as small as 8 or 9)</b>			
<b>First Person</b>			
<b>Free of Contractions</b>			
<b>Headings</b>			
<b>Consistent Tense</b>			



## **APPENDIX--OVERVIEW**

Following all other chapters and parts of this paper are the individual appendices containing instruments used in the study. These include things such as questionnaires, surveys, letters, photographs, and worksheets.

- For each Appendix, center the word “Appendix (A, B, C, etc.)” at the top.
- If your paper only has one appendix, label it "Appendix" (without quotes.) If there is more than one appendix, label them "Appendix A," "Appendix B," etc. (without quotes) in the order that each item appears in the paper.
- In the main text, you should refer to the appendices by their labels.
- On the double-spaced line below “Appendix X”, center the title of the appendix item.

## APPENDIX -- SAMPLE

THIS IS THE TITLE PART OF YOUR RUNNING HEAD

3

### Appendix A Parent Letter

June 2, 2004

Dear Parents:

The summer after school program begins in less than a week. We are excited to be working with your children this summer! We wanted you to have an idea of what your children will be working on during their time with us. Therefore, in this mailing you will find a program schedule along with the daily lesson plans. These plans may change slightly but we will follow the schedule fairly close. The staff operating the program this year will be Marilyn Samples and Samples Cole.

If you are providing transportation for your child, please do not bring him/her before 7:45 a.m. and be sure to pick him/her up by 12:00 p.m. There will be NO staff on campus after 12:15 p.m. Due to the small number who need busing, it will be provided by program staff. In the morning, the children will be picked up at roughly 7:40 and at the end of the day the children will be dropped off at the Samplesville site at roughly 12:10 p.m. and the Wood Lake site at roughly 12:30 p.m.

We wanted to let you know that if the weather is nice, we may go on walks. These walks would not extend any further than the park by the lake. If you do not want your child to leave the Samplesville campus, please send a note by Wednesday, June 9<sup>th</sup>.

If your child is unable to attend the program for any reason, please let us know. Again, we look forward to seeing the kids next Wednesday, June 9<sup>th</sup>!

Thank You!

Sampler Samples

Program Director

enclosures

## ED 628: CONTINUING RESEARCH EDUCATION

Date:

Dear

A Masters in Education degree can open many career opportunities. You have almost reached the completion of your master's program at Southwest Minnesota State University (SMSU); however, your action research paper has not been finalized in the semester of enrollment in ED 627: Action Research: Project Implementation. This letter informs you of the process for finishing your paper and completing your degree through SMSU. The process is directed by Policy A-045: Southwest Minnesota State University Graduate Policies and Procedures.

1. A grade of "I" will be assigned to ED 627. Action Research: Project Implementation.
2. As indicated by Policy A-034: Southwest Minnesota State University Grading Policy, you must complete the action research paper before the end of the next semester in which you are enrolled or the "I" grade will turn to an "F" grade.
3. If you need an extension beyond the one semester allowed by an "I" grade, you must enroll in ED 628: Continuing Research Education (1 cr.) **each semester** until your paper is completed. Failure to enroll in ED 628 will result in you being dropped from the graduate program. You may reapply for admission to the University and into the Graduate program; however, admission is not guaranteed. Whether you maintain continuous enrollment or were dropped due to failure to enroll in ED 628, the seven-year time limit remains in effect. This requires that you complete all course credits toward a Graduate degree within a seven-year time period from the date of the first enrollment, including the action research paper.
4. During the time you are completing your paper, you will work with the instructor of record for ED 628. It is likely that the instructor of record for ED 628 will be the professor you worked with during ED 627 but is not guaranteed.
5. When the action research paper is completed to the satisfaction of the professor of record for ED 628, the grade for ED 627 will be changed from an "I" or "F" to the earned grade. If all course work has been completed in the seven-year time limit, you will be recommended to receive your degree.

Sincerely,

-----  
Education Graduate Director

