

**GUIDELINES FOR THE PREPARATION OF THE
MASTER'S THESIS**

Spring 2005

ED 695: RESEARCH APPLICATIONS

GRAND VALLEY STATE UNIVERSITY

College of Education

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SECTION I. 695 RESEARCH APPLICATIONS SYLLABUS	2
Course Description.....	2
Difference Between a Project and a Thesis	2
Suggested Texts	2
Student's Role.....	2
Goals	2
Objectives	3
Helpful Resources.....	3
SECTION II. DEFINITIONS OF PROJECT AND THESIS.....	4
SECTION III. OVERVIEW OF THE MASTER'S THESIS	5
SECTION IV. CHAPTER DESCRIPTIONS	14
SECTION V. GRADING CRITERIA.....	16
SECTION VI. RESEARCH TYPES	18
SECTION VII. ED 695 GUIDING QUESTIONS	20
Chapter One: Thesis Proposal	20
Chapter Two: Literature Review	22
Chapter Three: Thesis Report.....	24
Format and Style Issues	25
Headings	25
SECTION VIII. ADDITIONAL RESOURCES.....	27
SECTION IX. PERMISSIONS	29
Human Subjects Research Protections	30
Copyright and 695.....	36
SECTION X. SAMPLE PAGES	41
Sample Title Page.....	41
Sample Acknowledgments Page.....	43
Sample Abstract.....	44
Sample Table of Contents for Master's Thesis.....	45
SECTION XI. EVALUATION	46
SECTION XII. 695 DATA FORM.....	48
SECTION XIII: BINDING REQUIREMENTS.....	49

SECTION I. 695 RESEARCH APPLICATIONS SYLLABUS

Course Description

Candidates for advanced degrees must demonstrate not only their mastery of the subject matter but also their ability to integrate and synthesize it. They must demonstrate their ability to generate new knowledge and/or apply existing knowledge to specific practical situations. Depending on their area of emphasis, this demonstration may take the form of a project or thesis, planned with and directed by a graduate faculty member. Three Credits. Offered at least once a year. **Prerequisite:** ED 660, permission of advisor and completion of at least 27 semester hours.

Note: The course requirement may only be met through successful completion of a written master's project or master's thesis. No comprehensive exam exists or is available in lieu of the project or thesis.

Difference Between a Project and a Thesis

A project involves curriculum or program development and applies theory to practice, while a thesis is a traditional research project where the student gathers data, analyzes that data, and presents the results along with their interpretations. Whereas a project creates a product that is often used in a professional capacity by the student, a thesis uses data analysis to answer a research question or test a hypothesis of interest to the student.

Suggested Texts

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, D.C.: author.

American Psychological Association. (2005). *Concise Rules of APA Style*. Washington, D.C.: author.

Student's Role

This course is the culmination of the master's degree. It will result in a significant project, usually taking one semester to complete. In it, the student synthesizes and integrates knowledge gained in the master's degree program. The student is held accountable for planning, implementation, and evaluation. In content courses, the professor is the primary agent. In this course, it is the student.

Goals

To provide the student with an opportunity to work directly on a project relevant to schools and/or pupils.

To demonstrate graduate knowledge and skill in research, problem identification, summarizing applicable work done by others, identification of alternatives, deciding on a promising solution to the problem and evaluation of its efficacy.

To carry out a scholarly project or thesis that is mutually beneficial to the school and/or its pupils and the graduate student.

Objectives

The student will demonstrate the ability to identify, define and pose an informed solution for an important educational problem through the development of a Project or Thesis Proposal.

The student will demonstrate the ability to utilize educational knowledge and research as they apply to the Project/Thesis proposal.

The student will write a Literature Review that is focused on the topic and solution identified in the Project/Thesis proposal.

The student will demonstrate the ability to integrate and synthesize educational knowledge by presenting a scholarly Project/Thesis designed to focus on and solve the problem identified in the Project/Thesis proposal.

Helpful Resources

Graziano, A. M., and Raulin, M. L. (2003). *Research methods: A process of inquiry* (5th edition). New York: HarperCollins.

McMillan, J. H., and Schumacher, S. (2000). *Research in education: A conceptual introduction* (5th edition). New York: HarperCollins.

SECTION II. DEFINITIONS OF PROJECT AND THESIS

In order to expedite library cataloging of College of Education (COE) master's documents, you must determine which type of work you will write. You have two choices: a project or a thesis. COE master's theses will have traditional call numbers when placed on file at Zumberge Library.

A Master's Project

Projects may include, but are not limited to: development of units, program development or redesign, PK-12 curriculum guides or analyses, textbook analyses, administrative manuals, courses of instruction, or an article submitted for possible publication. These are based on curriculum/program development and apply theory to practice.

A Master's Thesis

A thesis can include but is not limited to:

- 1) an experimental design (clinical, school classroom) that looks into one or more variables with data usually based on human subjects and involving random assignments.
- 2) a descriptive design--survey research, observational studies, interviews, natural observations without manipulation of variables, case studies, ethnographies.

If human subjects are involved in your research, you must have approval from GVSU's Human Research Review committee prior to undertaking your research study. See page 28 of this manual for more on this procedure. For more information on the various types of research, see page 18.

This document represents a description of preparation for a **Master's Thesis**. A separate document describes preparation of a **Master's Project**.

SECTION III. OVERVIEW OF THE MASTER'S THESIS

All pages must have a 1 ½ inch left margin to allow for binding. Use a 1 ¼ inch right, bottom and top margin on all pages except appendices. The exception is the title page, which is centered. See below for details.

Title Page

The title of your paper should be a description of your main topic and should identify the actual variables (major ingredients) or theoretical issues under investigation. Your title must be centered, 2 ½ inches from the left and right edges of your paper and 3 inches from the top edge of the page. Single space the title and use all caps. Six (6) lines below the title, type the word “by” (centered) directly below the title. On the line directly below “by” type your first, middle, and last names (centered). Please refer to the sample title page in this document beginning on page 39.

Acknowledgment Page

This page is optional. Please refer to sample acknowledgement page in this document on page 41.

Abstract

The abstract is a 100 to 250 word summary of your Thesis. See example abstract on page 42.

Table of Contents

This page is usually completed last. Please refer to the sample Table of Contents page in this document on page 43.

Chapter One: Thesis Proposal

Problem Statement

Your proposal should begin by introducing the specific problem, issue, curricula, program or topic of your research. The first sentence should be a simple, clear statement of the problem under study. **Note:** Page one of the Thesis is the first page of Chapter One. However, this first page does not receive a page number. Page numbering (in Arabic numerals) should begin with page 2 of Chapter One with page numbers centered at the bottom of each page.

Importance and Rationale of the Study

Following the problem statement, you must describe why this problem is worthy of study. Why is it important? What sources can you use to strengthen your case? It is wise to develop an outline before writing this section. Make sure to justify why this study is important.

Background of the Study

Give a succinct history of your topic, including facts and pertinent data. Focus on how your problem, issue, topic, curricula, or program came to be and the degree to which the problem exists. Follow this with what can be done about it. This may include a variety of options and a rationale for why you selected your option over other possibilities. You will want to identify the problem you are studying and relate it to the contributions of others to the field. Cite only that research which is specifically pertinent to your problem.

Statement of Purpose

After you have introduced the problem, justified why it is important, and developed the background material, you are in a position to tell what you will do. Explain to the reader your main purpose for creating this project or conducting this study. Example: "The purpose of this study is to develop, present, and evaluate an elementary teacher in-service program for teaching mathematics for understanding." You should continue by describing exactly what the study will include and not include. Furthermore, address how your purpose for this study directly addresses the problem you outlined initially.

Be sure to explain your research design. What variables will be manipulated and why? What is your population and sample for this study? Address the permissions you have secured to conduct the study and define any hypotheses you have.

Objectives of the Study

Clearly state the objectives of your study. Make sure your objectives are realistic in relation to the purpose set out for your study. You should clearly develop the rationale for each objective, hypothesis, question, or step in your study. As you do this, you may want to bear in mind the following question: What are the components, objectives or steps of this study and how will I deal with each one?

Definition of Terms

Be sure to define key terms you will use in your study. You may want to make a list as you work on your proposal. Be sure that you define each important term in the context of your study.

Limitations of Your Study

Indicate the limitations or boundaries of your study. In order to avoid any misunderstanding, you will briefly describe or list what the study is not attempting to address.

You will submit this chapter (usually 6-10 pages) first since it needs to be approved before proceeding. The proposal chapter is foundational to the rest of the Thesis and also provides information necessary for your permissions request submitted to the GVSU Human Research Review committee. Before taking EDG695, students should take ED 660 so they can prepare a draft of Chapter one prior to registering for the thesis class. Your professor will want to receive your first draft proposal early in the semester. It will be quite normal if you rewrite this two or three times. Remember to follow the directions outlined herein.

Use the guiding questions for each chapter, which begin on page 20, to help guide your writing.

Chapter Two: Literature Review

Contents

In this chapter, you will review educational or other appropriate research and literature which focuses on the specific steps and/or solutions your Proposal has outlined with respect to the problem, issue, curricula, or program. The information you pull together for this Literature Review serves as the knowledge base for your Thesis. It should be clear how each source will be used in the development of your Thesis.

Organization

In general, the Literature Review should include findings from the most recent years and should be organized by topic, not by author. The Literature Review should cite studies and their findings in a clear and compelling manner. The Literature Review should read smoothly. The most major sources used in the development of your Thesis **MUST** be cited fully in the Literature Review.

Your review of literature must be complete and scholarly. Frequently, a literature review is presented in the form of a funnel going from research and writings that provide a general background for your study to the more specific research and/or policies that directly address your project or thesis. All assertions and generalizations need to be supported by cited research and writings. At the end of the literature review, you should include a short summary of the literature related to your problem and project. Include a minimum of **twenty-five** sources in your review of literature.

Resources

As you conduct your literature review, you will want to take advantage of the online database searching capability available at the GVSU Libraries located on the Allendale, Pew, or Meijer Campuses. ERIC documents are kept on microfiche on the fourth floor of Zumberge Library. The WilsonSelect and ProQuest databases are also frequently used as a starting place for researching the literature associated with your topic. *The Encyclopedia of Educational Research*, Yearbooks of the National Society for the Study of Education, *Handbook of Research on Teaching*, as well as the on-line catalog, ERIC documents and educational periodicals (*Educational Leadership*, *Phi Delta Kappan*, *Review of Educational Research*) are frequently good sources. If you know of a person who is an expert in the field, it may be a good idea to interview him/her to gain greater insights. In addition, students may use the online full-text databases available through the GVSU library webpage (<http://www.gvsu.edu/library>). Reference librarians can be of help to you as well. You are encouraged to make an appointment with Rita Kohrman, Education Resource Librarian (616-331-2622 or kohrmanr@gvsu.edu), for assistance with your research.

Citation of sources

As you read and take notes for your specific research paper, don't forget to write down your bibliographic source material along with the notes you take so you have it handy when it comes time to cite the information in your paper. Be sure you have all of the information you

need for the APA reference style. Use of ideas from other authors must be cited and quotations must be indicated using a standard citation form. All sources cited must be included in the “References” at the end of your thesis report.

Chapter Three: Thesis Components/Activities

This is one of the crucial chapters in your research that differentiates between thesis and projects: the gathering, analysis and presentation of data. It is fundamental to support your ideas/hypothesis/desired outcomes through verifiable data. It is also important to compile and present that data/information in a concise, summarized fashion. If statistics are appropriate, summarize them and display them in a table, chart, or graph.

Organize your Chapter three in the following way. In the introductory paragraph, restate the purpose of your study. Also, include the research questions asked. Next, describe the subjects/participants who were involved in your study and tell how they were selected and grouped. Follow this with an explanation of the design of your study. Here you will describe the procedural aspects. These include the instrumentation you used, how and when data were gathered, and how the data were analyzed (i.e. explain the statistics you used). The next section will report your results. In this section, be sure you answer each research question. Look at the following example (*Pottorff, Phelps-Zientarski, & Skovera, 1996).

RESULTS

The analysis of results are reported in the form of chi-square computations. Chi-square goodness of fit tests were used as a means of categorically looking at relationships between two or more variables. They were used to compare obtained frequencies on specific variables with expected frequencies, thus providing an indication of probability that significant differences were actually found. The hypothesis proportions were one-third each and the statistical calculations were accomplished by PROC CATMODE and SAS.

Research Question 1 – Who is better at these activities: (a) reading, (b) reading to younger children, (c) writing stories?

Analysis of data relating to the three independent variables studied in research question 1 was accomplished and all were found to be significant. For the first variable, “Who reads better?” chi squares were computed and resulted in a significance of $\chi^2 = 178.72$; $p < .0001$; $df = 2$. The second, “Who reads better to young children?” resulted in a significance of $\chi^2 = 256.82$; $p < .0001$; $df = 2$, while the third, “Who writes stories better?” resulted in $\chi^2 = 170.02$; $p < .0001$; $df = 2$. A statistical summary is presented in Table 1.

The analysis revealed that the 730 students in the survey viewed girls as being more capable readers, as being more capable of reading to younger children and as being more capable story writers than boys. The perceptions remained remarkably constant across grade levels and across demographic school populations although second graders appeared to be slightly less gender biased on these issues than students in grades four through eight. Tables 2 and 3 present a breakdown of these data and contain distributions of responses by frequency.

Perceptions were not the same, however, when it came to male versus female participants in the study. Analysis of data revealed that boys saw themselves as being better at reading ($x^2 = 32.323$; $p < .0001$, $df = 1$), better at reading to younger children ($x^2 = 28.695$; $p < .0001$, $df = 1$) and better at writing stories ($x^2 = 23.228$; $p < .0001$, $df = 1$) significantly more often than girls perceived them to be. Although these differences were significant in terms of probability, it should be pointed out that still a very small percentage of boys saw themselves as being better at these activities (See Table 1).

Table 1
Who is better at these activities?

Distribution by Raw Scores and Percentages									
	Boys		Girls		Both		No Response		Number Students
	N	%	N	%	N	%			
Reading	3	5	3	5	3	4	5	.	730
	7	.	7	0	1	3		0	
		1	1	.	7	.		0	
				8		4		7	
Reading to Younger Children	3	5	4	6	2	3	5	.	730
	7	.	6	3	2	1		0	
		1	0	.	8	.		0	
				0		2		7	
Writing Stories	6	9	2	3	3	5	6	.	730
	9	.	8	8	7	1		0	
		5	1	.	4	.		0	
				5		2		8	
($df, p < .001$ for each)									
Distribution by Male / Female Responses									
		Girls		Both		No Response		Number Students	
Reading	Male		151		171		4	358	
	Female		220		146		1	372	
Reading to Younger Children	Male		199		123		3	358	
	Female		261		105		2	372	
Writing Stories	Male		116		185		6	358	
	Female		165		189		1	372	

*Source: Pottorff, D.D., Phelps-Zientarski, D. & Skovera, M.E. (1996). Gender Perceptions of Elementary and Middle School Students about Literacy at School and Home. *Journal of Research and Development in Education*, 29(4), 203-212.

Follow your results with a discussion section where you interpret your results in light of research that has already been done on this topic. Discuss the implications of your findings and draw conclusions about your research questions. Also include recommendations for future research. To write this section, ask yourself the following questions:

- ◆ What do these finding mean?
- ◆ What implications are there for the classroom?
- ◆ What do we still need to know?

End your Chapter three with a section on your plans for disseminating this research.

Use the following headings for Chapter three.

Introduction
Participants/Subjects
Design of Study
 Procedures and methods
 Instrumentation
 Data Collection
 Data Analysis
Results
Conclusions
Plans for Dissemination

References

Follow the most recent edition of APA manual when formatting your reference list.

Appendices

You can include raw data, units, lesson plans, tests, questionnaires, etc. used in your study. You **MUST** include written permission to include copyrighted material as well as a copy of your permission letter from the Human Research Review committee (HRRC) and examples of consent forms used. If you are uncertain as to whether or not you need copyright permission, contact Rita Kohrman, Education Resource Librarian, at 616-331-2622 or kohrmanr@gvsu.edu. You should also check GVSU's Library website for information on requesting copyright permission. The Library website is accessible at <http://www.gvsu.edu/library>. See also the Copyright section beginning on page 34.

Note: Arabic page numbering continues through all pages of the appendices, except material copied with permission.

Binding the Master's Thesis

If you wish to bind a personal copy, you have the option of having personal copies bound off campus. Kinko's will bind copies for a fee - see page 47 for more details on binding.

SECTION IV. CHAPTER DESCRIPTIONS

Chapter One. Thesis Proposal

It is expected that the Thesis Proposal will be written and approved prior to all additional work regarding the Thesis. An outline of the contents of the Proposal can be found on pages 20-21. You can expect to write and rewrite your proposal several times before you begin the extensive review of the literature and complete your end product, the Thesis Report. Proposals generally are six to ten pages in length and constitute the first chapter of your Thesis Report.

Chapter Two. Literature Review

Once your Thesis Proposal is approved, you will review educational or other appropriate research and literature which focuses on the specific steps and/or solutions your Proposal has outlined to solve the problem, issue, curricula or program. An outline of the contents of the Literature Review can be found on page 22. The information you pull together for this Literature Review will serve as the knowledge base for your Thesis Report. Your review of literature must be complete and scholarly. All statements or assertions need to be backed up with research or writings and documented in citations. A minimum of twenty-five sources are required. The review of literature must be reviewed by your supervisor as you complete the outlined steps. The Literature Review becomes the second chapter of your Thesis Report.

Chapter Three. Thesis Components

Following the submission of your Literature Review, in chapter three you will describe: the subjects involved in the study, design of the study (including procedure, instrument used, process for collecting data and analyzing data), the results of the study, conclusions, and your plans for dissemination. An outline of the contents of the Thesis Components can be found on page 24.

References

All sources used in chapters one through three of the Thesis need to be documented in a reference list. Conversely, each entry in the reference list must be cited somewhere in text. The reference list is found at the end of the third chapter. Do not include references for articles or chapters that are not cited in your paper. Follow APA formatting style for all citations and references.

Appendices

An appendix allows you to provide the reader with detailed information that would be distracting to read in the main body of your paper. Examples of common appendices include: the actual project, copyright permission letters, lists, a large table, copies of a survey instrument, data tables, etc.

Other Requirements

The entire Thesis Report is comprised of all three chapters plus a title page, table of contents, references, and appendices. Your paper must be typed (or word processed using a letter quality printer), double-spaced (except references and appendices), and completed in a scholarly manner following the standards and current education guidelines of the most recent edition of the *Publication Manual of the American Psychological Association* (APA). Formatting requirements for the thesis document are described in the next section as well as on page 25.

SECTION V. GRADING CRITERIA

The Thesis and supporting documents will be assessed using the rubrics included in this document (beginning on page 20). In addition, your Thesis will be assessed for completeness, consistency, accuracy, quality, scholarly writing, relevance to the educational community and completion in a timely manner.

Rewriting of the Thesis and its components is expected. In general, no grade will be assigned until the project is completed in an acceptable form. In addition, students are vigorously encouraged to strive to have their Thesis identified as “distinguished” so that others in the educational community may benefit from their work.

This research should be able to be completed in one semester. Your final Thesis document is needed before the end of the semester if you want your grade recorded on time. If your Thesis report is not received in final form in time for your professor to grade, or if it is received and still needs revision, you will be given an “Incomplete” when grades are turned in. You will then have one semester to complete the unfinished work. If it is not completed, the incomplete automatically becomes an “F.” To remove an “F,” you would need to take and pay for 695 again.

To guide you in your writing, sample theses documents may be obtained from your 695 supervisor as well as on the 9th floor of the Eberhard Center. Additionally, projects are located at the K-12 Curriculum Resource Center (KCRC), 1136 ASH, on the Allendale Campus (616-331-2086). Theses are also located at the Zumberge Library on the Allendale Campus, or may be accessed online by clicking the “Current Research @ GVSU” link on the GVSU Database list (<http://wwwlib.umi.com/cr/gvsu/main>).

Plagiarism

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information, see the *Student Code*.

Policy on Research Integrity

The university has developed policies and procedures to comply with the Federal Government’s regulations regarding dealing with and reporting possible misconduct in science. Allegations of misconduct in science should be referred to the appropriate dean or

appointing officer and the Provost and Vice President for Academic Affairs (excerpted from *Grand Valley State University Policy and Procedures for Handling Allegations of Misconduct in Science*; for the complete policy refer to the *Faculty Handbook*). Students involved in research who suspect that an incident of misconduct in science has occurred should report the incident to the dean of their academic division or college.

SECTION VI. RESEARCH TYPES

Action

To develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting. Example: An in-service training program to help teachers develop new skills in facilitating class discussions; to experiment with new approaches to teaching reading to bilingual children; to develop more effective counseling techniques for underachievers.

Historical

To reconstruct the past objectively and accurately, often in relation to the tenability of an hypothesis. Example: A study reconstructing practices in the teaching of spelling in the United States during the past fifty years; tracing the history of civil rights in the United States education since the civil war; testing the hypothesis that Francis Bacon is the real author of the “works of William Shakespeare.”

Descriptive

To describe systematically a situation or area of interest factually and accurately. Example: Population census studies, public opinion surveys, fact-finding surveys, status studies, task analysis studies, questionnaire and interview studies, observation studies, job descriptions, surveys of the literature, documentary analyses, anecdotal records, critical incident reports, test score analyses, and normative data.

Developmental

To investigate patterns and sequences of growth and/or change as a function of time. Example: A longitudinal growth study following an initial sample of 200 children from six months of age to adulthood; a cross-sectional growth study investigating changing patterns of intelligence by sampling groups of children at ten different age levels; a trend study projecting the future growth and educational needs of a community from past trends and recent building estimates.

Case and Field

To study intensively the background, current status, and environmental interactions of a given social unit: an individual, group, institution, or community. Example: The case history of a child with an above average IQ but with severe learning disabilities; an intensive study of a group of teenage youngsters on probation for drug abuse; an intensive study of a typical suburban community in the Midwest in terms of its socio-economic characteristics.

Correlational

To investigate the extent to which variations in one factor correspond with variations in one or more other factors based on correlation coefficients. Example: To investigate relationships between reading achievement scores and one or more other variables of interest; a factor-analytic study of several intelligence tests; a study to predict success in college based on inter-correlation patterns between college grades and selected high school variables.

Causal-Comparative or “Ex-Post Facto”

To investigate possible cause-and-effect relationships by observing some existing consequence and searching or back through the data for plausible causal factors. Example: To identify factors related to the “drop-out” problem in a particular high school using data from records over the past ten years; to investigate similarities and differences between such groups as smokers and nonsmokers, readers and nonreaders, or delinquents and nondelinquents, using data on file.

True Experimental

To investigate possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment (random assignment being essential). Example: To investigate the effectiveness of three methods of teaching reading to first grade children using random assignments of children and teachers to groups and methods; to investigate the effects of a specific tranquilizing drug on the learning behavior of boys identified as “hyperactive” using random assignment to groups receiving three different levels of the drug and two control groups with and without a placebo, respectively.

Quasi-Experimental

To approximate the conditions of the true experiment in a setting which does not allow the control and/or manipulation of all relevant variables. The researcher must clearly understand what compromises exist in the internal and external validity of his design and proceed within these limitations. Example: Most so-called field experiments, operational research, and even the more sophisticated forms of action research which attempt to get at causal factors in real life settings where only partial control is possible; e.g., an investigation of the effectiveness of any method or treatment condition where random assignment of subjects to methods or conditions is not possible.

Ethnographic

A qualitative approach to the study of human activities and experiences that places emphasis on the participants involved and uses observation and data gathering methods that capture these experiences in descriptive (textual) form. Combines participant observation with other forms of data gathering to document and analyze the everyday experiences of a particular society, culture, group, institution, setting or situation.

Case Study

Using a single or small group of cases to examine patterns and writing in rich detail about the characteristics of these individuals or groups. A qualitative approach to the study of human interactions that emphasize detailed contextual analysis of a limited number of events or conditions and their interrelationships.

SECTION VII. ED 695 GUIDING QUESTIONS

Chapter One: Thesis Proposal

Problem Statement

- Does the first sentence clearly state the problem?
- Is the problem supported by at least 2-4 supporting sentences?
- At the end of this section, do you know what the problem is and is not?

Importance and Rationale of the Study

- Do you know why this problem is important?
- Do you know the significance or extent of the problem?
 - Nationally or internationally?
 - Locally or regionally?
- Have other sources been used to make the case?
- Is the problem worthy of study?

Background of the Study

- Has the history of this problem been identified?
- Have significant data, information, facts already available on this topic been included?
- At the end of this section, do you have a sense of how this problem fits into the larger educational context?

Statement of Purpose

- Do you know what the overall purpose of the Thesis is?
- Do you know specifically what will be done in this Thesis?
- Do you know exactly what the study will include? Will not include?
- Is this project unique? If so, in what way? Does your purpose directly address the problem?
- Is a clear theoretical perspective defined?
- Is the research design specified?
- Do you know what variables will be manipulated and why?
- Do you know the sample composition, size, significance? Has permission been gained to do the study?

Objectives of the Study

- Are objectives for the Thesis clearly stated?
- Is there a brief overview of the appropriate activities for achieving the desired

objectives?

If appropriate, upon what standards are these objectives based?

Definition of Terms

Have key terms been defined?

Limitations of the Study

What is the scope of this study?

What will it address? What will it not address?

What are the intervening or confounding variables that may skew the results of your study?

Chapter Two: Literature Review

Introduction

Does the initial paragraph give you an overview of the chapter by telling you what specific categories of literature (i.e., sections) will be reviewed?

When the introduction is finished, is the organization of chapter two clear to the reader?

Theory/Rationale

Does the literature review state the theory/rationale that drives this thesis?

Does the literature review explicitly connect the theoretical framework with the categories of literature that are reviewed?

Research/Evaluation (Under this heading, you will create various sub-headings based upon your organization of the literature you review)

Does the literature provide you with a general understanding of the field?

Does the literature provide you with detailed understanding of the research and writing specifically appropriate to the components of this thesis?

Are empirical (i.e. originating in or based on observation or experience) research results cited?

Are original, primary sources used?

Summary

Does the summary succinctly summarize the key research reviewed in this chapter?

Could someone read just your summary and have a general idea of how the research was organized in this chapter and what the key points were?

Conclusion

Does the conclusion synthesize the literature review and clearly indicate a need for this thesis?

Does the conclusion provide a smooth transition from Chapter two to Chapter three?

Overall Structural Considerations

Are over 25 separate sources used and cited to develop chapters one and two?

Is the literature review organized in a logical manner (i.e., either chronological, sequential, topical, problem-solution, or cause-effect)?

Does this organizational pattern help to develop the rationale for the thesis?

Are explicit transitions used to connect ideas among sections?

Are ideas within individual paragraphs logically connected?

Does each section flow coherently?

Is there a brief summary at the end of each section?

Are sections identified appropriately according to APA and the content within the section?

Is every generalization or assertion cited appropriately?

Have quotations been limited and properly cited according to APA formatting?

Chapter Three: Thesis Report

Introduction

Does the introduction restate the problem and the proposed solution to the problem?
Is there an overview of how this chapter will be organized and presented?

Participants/Subjects

Are the subjects/participants who were involved in this study described?
Is there an explanation as to how the subjects/participants were grouped for the study?

Design of Study

Is a thorough description of the design of the study provided? This includes:

- a) the procedure used for collecting data and the types of data collected
- b) the instrumentation used to collect data
- c) when and in what sequence the data were collected
- d) how the data were analyzed (i.e., explain the statistics you used)

Results

Are the results clearly explained?
Have data been compiled and summarized in a concise fashion?
Do charts, tables, graphs, etc. follow APA guidelines?
Are data presented in a manner that actually answers the research questions asked or solves the stated problem?

Conclusions

Are conclusions made about the original problem outlined in Chapter one?
Is the research from Chapter two used to interpret the conclusions drawn in this section?
What questions remain unanswered about this topic?

Plans for Dissemination

Are suggestions given for the use of the information gained in this thesis?
Is it clear how and when this information will be shared with other professionals? Who actually will share this information and with whom will it be shared?

Format and Style Issues

- Are all chapters and sections present?
- Are separate sections designated using APA format?
- Are citations in the body of the paper written in correct APA format?
- Are all quotations cited, noted, and using APA format?
- Is it double spaced?
- Does the title page follow the guidelines in this handbook?
- Is the left margin 1.5 inches?
- Are pages numbered?
- Does the reference list use APA style?
- Is it easy to read and understand?
- Does it flow?
- Is it written in a consistent style (third person or first person)?
- Is the language appropriately clear and specific?
- Is nonsexist language used?
- Are specific terms defined in context?
- Are all words spelled correctly? Are you sure?
- Is there subject/verb/referent agreement? Is correct grammar used?
- Does the format follow the guidelines specified in this handbook?
- Has permission been gained to use copyrighted material? Is the letter of permission included in an appendix? Is a copy of the GVSU Human Research Review committee permission included? Are copies of consent forms included?
- Does this represent graduate level work?

Page Numbering

The acknowledgement page, abstract, and table of contents should be numbered with lower case roman numerals (centered at the bottom of the page) in the order listed.

Headings

Generally, most students will either use two levels of headings or three level of headings. Two levels of headings (see p. 114 of the APA Manual) look like this:

Chapter Two: Literature Review

Introduction

Three levels of headings (see p. 115 of the APA Manual) look like this:

Chapter Two: Literature Review

Parent Involvement

Utilizing needs assessments

SECTION VIII. ADDITIONAL RESOURCES

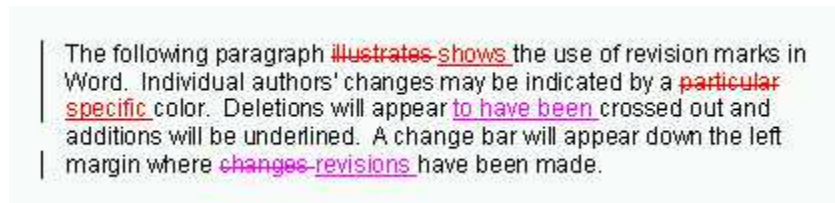
Citing Electronic Sources

You can find examples of how to properly cite electronic sources at the following website sponsored by the American Psychological Association (APA):

<http://www.apastyle.org/electsource.html>

Microsoft's Reviewing Toolbar

Microsoft Word allows multiple users to edit the same document and to leave revision marks on that document to indicate insertions, deletions, and formatting changes by each reviewer. One may track the changes and then decide to view them on screen, on printout, or not at all. See the following text that provides illustrations of revision marks available in Word.



To turn the Reviewing Toolbar on:

- Click on the View menu.
- From the View menu, click on Toolbars.
- Click on Reviewing.

The Reviewing toolbar will appear on the screen. Allowing your mouse pointer to hover over each button will give you a Screen Tip which labels the button and describes its use.

(Taken and adapted from: Information Technology, Phillips Exeter Academy. (n. d.). *Document Review, Revisions and Change Tracking in Word*. Retrieved on November 30, 2003, from <http://help.exeter.edu/Documentation/Wordtrackchanges.html>)

University Support

There are many resources available to assist students with the development of their Master's Project or Thesis. For research assistance contact Rita Korhman, Education Resource Librarian, at (616) 331-2622 or kohrmanr@gvsu.edu.

For general assistance with writing (e.g., grammar, style, format, etc.), contact the Grand Valley State University Writing Center at (616) 331-2774.

For assistance with statistical analysis, contact the Statistics Consulting Center, located in Hoobler Living Center at (616) 331-3355.

SECTION IX. PERMISSIONS

It is necessary to request and receive permission to include the work of others in your project or thesis. You may want to prepare the letters so that you are granted the specific permission you are requesting. You may use the samples provided as models. Be sure to include both the letters of permissions you create and the responses in their own appendix in your bound document. If the appropriate permissions are not included, your project may not be accepted. Discuss options with your 695 supervisor.

If your project or thesis includes data collected from **human subjects**, including adults or children, you must submit a proposal to the GVSU Human Research Review committee. This process can take up to 2-weeks and is required **before** you may begin to collect or use data for your project or thesis.

Written permissions need to be included for the following:

- A. **Permission to conduct your study:** If you are including human subjects in your thesis, you will need to complete and include three types of permissions: 1) approval from the GVSU Human Research Review committee, 2) written permission from the person in your district (your principal, supervisor or whomever is authorized to grant such permissions) to proceed, and 3) written permission from the parents of students who are under 18 or the study subjects themselves if they are over 18, giving their informed consent to participate in the study. In each of these permissions, you should describe clearly and completely what will be done, how will the information be used and reported. Attach sample data collection forms if appropriate. These permissions must be received prior to your beginning the collection of data.
- B. **Permission from institutional owners:** (e.g., district, schools, foundations) You need to request permission for use of materials produced by them or their employees for use in your paper (e.g., district scope and sequence).
- C. **Permission to use an individual creative product:** (e.g., yours, a professor's, workshop presenter's) Permission should state how the materials included in the project may be used by others (e.g., copied for classroom use, disseminated with credit given to author).
Note: If permission cannot be secured, then you can describe work and refer reader to where material can be purchased or found (e.g., AIMS materials).
- D. **Permission to use materials developed and disseminated by the state or other standards organizations:** (e.g., state standards, program administrative rules, etc.) Write to the state or standard's group to ask permission to include these in your work. If permission is not received prior to the deadline, include a copy of your letter in the appendix. *Note:* This permission is necessary if you are including major portions of the work (> 30%). Shorter sections may be cited without additional permission.
- E. **Other permissions:**
 1. Schools may give permission to use school data such as MEAP scores. Data may be used in its aggregated format only.

2. Written permission from parents of children under 18 and from adults over 18 to have a work sample or picture included in the project.

Note: If anonymity is requested, you may include a sample letter of permission in the appendix and state that the author has the signed permission on file. Retain these for your records.

Human Subjects Research Protections

All projects within Grand Valley State University involving research on human subjects require review and approval by the Human Research Review committee.

For review purpose; risk is defined as the potential for physical or psychological harm or discomfort for the subject. Invasive procedures generally represent high risks, whereas questionnaires and interviews on personal topics usually exemplify low risks. Some human research is of no risk, but, for the protection of researchers, these projects must still be submitted to, and reviewed by, the Human Research Review committee.

INSTRUCTIONS FOR APPLICANTS

1. Regulations published in the Federal Register (attached) will help in preparing this application.
2. Apply to the Research & Development Center, 301C DeVos.
3. For exemption or expedited review, please append information* **which clearly states the basis for exemption or expedited review** consistent with the federal regulations. Consult with the director of Research & Development, if necessary. **Send the original PLUS TWO copies of the form and supporting materials**** to the Research and Development Center, 301C DeVos. That documentation should include the following information:
4. Supporting materials for all categories must include the following:
 - A. Name all investigators (including principal investigator) on this project and state their affiliations.
 - B. Indicate where the research will be conducted. Attach copies of permission letters from cooperating institutions or individuals if that is possible.
 - C. Expand upon the methods as they apply to human subjects. Include the number of subjects, the length of time for a subject's participation in the study, procedure for recruitment, subject population characteristics (e.g., state of health, age, sex, ethnic background), criteria for inclusion or exclusion of individuals, and cost to the subject or remuneration, if any. Provide a rationale for selection of this population and include samples of surveys or questionnaires that will be used in the research.

D. Describe potential risks and benefits to the human subjects, and indicate safeguards to avoid or minimize risks (e.g., coding to protect confidentially).

5. The higher the potential risks to subjects, the more detailed this application should be. If the list above omits information which is pertinent to the committee's deliberations, add it. The applicant is responsible for providing all relevant information to the Human Research Review Committee.

*This is not asking for a complete thesis proposal.

**Effectiveness of a proposal is not necessarily proportionate to its length. A proposal consists of the cover page form on top, stapled in the upper left corner to the documentation.

- B. Instructions for Preparing Subject's Consent Form for All Proposals Involving Human Subjects. This form is prepared by the investigator to suit the particular research design. The title of the project is entered at the top of the page followed by a brief explanation of the study. A copy of this form must be included with a proposal when presented for approval to the Human Research Review committee.

The procedure for obtaining "informed consent" of any individual at risk will be fully documented, and sample forms used in the process will be retained in the files.

Written consent will be retained in the subject's individual file for six years.

The agreement, written or oral, entered into by the subject must not include exculpatory language through which the subject waives, or appears to waive, any legal rights, or releases the institution or its agents from liability or negligence.

If the project involves subjects who do not understand English, an interpreter must be present to translate the consent form before signed consent is obtained, or the consent form must be translated into the appropriate language. The translator must certify that the form was translated and understood by the subject.

The consent form must be written on an 8th grade reading level, it must include the number of subjects or participants in the study and must also list the **name and phone number of the researcher** and the **Chair of the Human Research Review committee.**

The basic elements of information necessary to such consent include:

1. fair explanation of the procedures to be followed and their purposes, including identification of any procedures which are experimental,
2. description of any attendant discomforts and risks reasonably to be expected,
3. description of safeguards to avoid or minimize risk,
4. description of any benefits reasonably to be expected,
5. disclosure of any alternative procedures that might be advantageous to the subject,
6. an offer to answer any inquiries concerning the procedure,
7. an instruction that the subject is free to withdraw consent and to discontinue the project or activity at any time without prejudice to the subject,
8. the following statement for experimental subjects with limited capacity to render decision (children, prisoners, institution inmates, etc.):

I hereby approve participation of

in this study.

Signature of approving person

Legal position of approving person

9. assurance of confidential handling of the data and anonymity for the subject. The manner in which confidentiality and anonymity will be maintained (e.g., coding of information) must be explained,
 10. placement of the subject's signature and date immediately following all the material included in the consent form; that is, additional information must not be appended after the subject's signature.
- C. Procedures of the Human Research Review committee
1. Application forms and relevant information for applicants will be provided by the Faculty Research & Development Center in 301C DeVos Hall. Forms are available online at http://www.gvsu.edu/research_dev/
 2. The committee may establish and publicize deadlines for application.
 3. Completed proposals, received in 301C DeVos Hall, will be forwarded to members for review.
 4. If a member of the review committee wishes, a given proposal will not be approved without a meeting and thorough discussion. High risk projects automatically will require action at a duly called meeting.
 5. The committee may invite persons who are not members to provide advice.
 6. Meetings will be called when there is pending business. It is the responsibility of applicants to provide sufficient lead time such that meetings on short notice should not be necessary.
 7. The Faculty Research & Development Center will keep records of the committee and will publicize regulations for the committee.
 8. This committee will operate in accordance with regulations published by the U.S. Department of Health and Human Services in the Federal Register 46, June 18, 1991 (following) or as amended.

(Taken and adapted from the Grand Valley State University Faculty Handbook, 2003-2004).

For more detailed information regarding the university's policies on research involving human subjects, please go to the following website: http://www.gvsu.edu/research_dev/ and select the **Human Subjects Review** option.

Sample Letter Requesting Permission for Student to Participate in a Study

Date _____

Dear Parent or Guardian,

I am currently taking a course at Grand Valley State University in which we are learning about the educational needs and preferences of students. I am requesting your permission to learn more about your child's educational needs. This information can help your child be an even more successful student. I will share what we learn and make some recommendations about learning experiences which seem appropriate for your child.

Participation in this is voluntary. If you are willing for your child to participate, I would appreciate your signing and returning this letter to me. Any information that is disseminated will not identify your child. If you have any questions about your rights in the study, you may contact the Chair of Grand Valley State University Human Research Review committee.

Thank you for your cooperation.

Sincerely,

Your name

I give permission for my child _____ to participate in this project.

Signed _____ Date _____
Parent or guardian

The following are **sample letters** to use materials developed by your school district or to study students in your district. The letter should be addressed to your principal, supervisor or whomever is responsible for granting such permission in your district.

Date

To own district/school:

May I receive permission to conduct my study in my classroom/my school using _____ materials and summary data obtained from students using _____. I will not be using any individual student data that could be traced to the student (such as copies of writing or test scores).

I plan to use student work and/or test scores in summary form only. If you have any questions about the study, please contact me at _____. If you have any questions about the human subjects rights in the study, you may contact the Chair of Grand Valley State University Human Research Review committee.

Your name and position

Approved by: _____ (*signature, position and date*)

Date

To Whom It May Concern:

Your name has the permission of the _____ District to use and include the following materials in her Master's Project for Grand Valley State University:

1. _____ District materials pertinent to her study and included in her Master's Project.
2. Materials created by _____ staff which are pertinent to this body of work .
3. Materials developed by *your name* for this study.

All materials pertaining to _____ Public Schools as well as all materials produced by employees of _____ district may NOT be reproduced without written permission for the district.

Sincerely,

*Signature, Position
School District name*

Copyright and 695

Signed evidence of permission is required when including a copyrighted item in a 695 Thesis or Project. As you consider whether something you are including is covered or not, ask yourself the following questions: *How important is the item for the success of the thesis/project? Can I describe the item in the text of my thesis/project without actually reproducing or adapting the item? Do I have enough time to request AND receive a reply from the copyright holder?* Consult the APA manual, section 3.41, pp. 121-122, and section 7.01, p. 333 for further information.

Finding out who is the copyright holder

Books: check with the publisher. Publisher telephone numbers, web pages, or email addresses are often included following the title page. A librarian at any of our libraries can assist you in finding out information about publishers.

Journals: check with the publisher. Publisher telephone numbers, web pages, or email addresses are often located in a section providing information about the journal. A librarian at any of our libraries can assist you in finding out information about publishers.

Web/Electronic Sources: look for the hyperlinks labeled “Contact Us,” “About Us,” copyright, permission, email address. Sometimes it is easier to find the telephone number on the web page.

Citation Format

See page 300 of the APA manual for instructions for how to note copyright permissions when an item is used within the body of the thesis/project.

If the item is placed in the appendix, the citation is placed under the item. The citation should be in the format stated in APA manual, section 3.73, or in the manner requested by the copyright holder.

A copy of the signed permission letter, email, or fax from the copyright holder is included in the appendix.

See sample of a letter requesting permission to include material letters below.

Seek permission for:

Pages from Journal or Book

Obtain permission to include pages of another person's work in the thesis/project. Permission may be in the form of a letter, email, or fax. The citation should be in the format stated in the APA manual, section 7.01, p. 333, and section 3.73, p.174.

Government Materials

Not all state and federal published materials are copyright free. Contact the publishing agency to verify if the item is copyrighted.

U.S. Dept. of Education: "Unless specifically stated otherwise, all information on the U.S. Dept. of Education's web site at www.ed.gov is in the public domain, and may be reproduced, published or otherwise used without ED's permission. This statement does not pertain to information at web sites other than www.ed.gov, whether funded by ED or not."

- United States Department of Education. (n.d.) *Copyright status notice*. Retrieved February 4, 2005 from <http://www.ed.gov/notices/copyright/index.html>

Michigan Dept. of Education: "All copyrighted material and other means of proprietary or copyright identification must be kept intact and unmodified. Modification of the materials or use of the materials for purposes **not granted** by the State of Michigan is a violation of Michigan's copyright and other proprietary rights."

- Michigan Department of Education. (2005) *Michigan terms of use and linking policy*. Retrieved February 4, 2005 <http://www.michigan.gov/mde/0,1607,7-140-5644-2089--.00html>

Citations should be in the format stated in the APA manual.

School District Materials

All communications and materials developed by a school district employee belong to the school district. The citation should be in the format stated in the APA manual.

Adaptations (APA 3.73, pp. 174-175)

Obtain permission to reproduce OR adapt all or part of a table or figure. Include citation at the bottom of the adaptation, with statement: Reprinted (or adapted) with permission. The citation should be in the format stated in the APA manual, section 3.73, pp. 174-175.

Tests and Questionnaires

Determine who owns the copyright; obtain permission for print **AND** electronic reuse. Include citation at the bottom of the test or questionnaire. The citation should be in the format stated in the APA manual, section 3.93, pp. 206-207.

Professional or commercial tests/questionnaires **often DO NOT** allow for the use of even one question.

Photographs

People: obtain a signed release from the person, parent, or guardian. Place a copy of the signed permission letter in the appendix. Keep the original letters of the signed release in your files.

Photo: obtain written permission for reuse of any photo (print or electronic) from the copyright holder. Include citation (copyright holder/photographer) at the bottom of the photo. Place a copy of the signed permission letter in the appendix. Keep the original letters of the signed release in your files. The citation should be in the format stated in the APA manual, section 3.92, pp. 197-198.

Web/Electronic Sources

Just because it is found on the Internet, does not mean that the item can be included freely in the thesis or project.

Communications

The person who wrote the communication (letter, memo, email, etc.) owns the item.

Sample of a Copyright Permission Letter

Date _____

Name and Address or Email
of Copyright Holder

Dear _____:

I am currently enrolled in the Grand Valley State University (GVSU), Graduate Studies in Education Program, and I am writing a thesis or project for the completion of my Master's in Education. My *thesis* or *project* is entitled "Title". May I receive permission to include in the appendices a copy(ies) of the following item(s)?

Author and full citation of work

Description or title of chart, picture, list, letter, survey, etc. you wish to include in the appendices. (Attach a copy of the piece to be reproduced.)

Your signature at the bottom portion of this letter confirms your ownership of the above item. The inclusion of your copyrighted material will not restrict your re-publication of the material in any other form. Please advise if you wish a specific copyright notice to be included on each page. My *thesis* or *project* will be cataloged in the GVSU library and will be available to other students and colleges for circulation.

Sincerely,

Name

Address

Phone Numbers

Fax Number

E-mail

.....
PERMISSION IS GRANTED to you (Your Name) to include the requested material(s) in (his or her) GVSU Master's of Education *thesis* or *project*.

Name: _____

Address: _____

Date: _____

Use the following permission signature format if a publishing house or other organization owns the copyright.

Name of Company/Organization

Permission granted by: _____

Title: _____

Date: _____

Sample permission from professor, workshop leader or other person who created original material that you are using in your work.

To Whom It May Concern:

Your name has my permission to use the _____ forms that I developed in her research and to report on its use in her EDG 695 paper. She also has permission to continue to use it in additional staff development applications should she want to as long as credit is given.

Sincerely,

_____, Professor
College of Education

Sample e-mail permission in a project.

From: Joseph Renzulli [renzulli@uconnvm.uconn.edu]
Date: Friday, July 02, 2003 2:23 PM
Subject: Permission

To: *Your name*
From: Joseph Renzulli

Permission to Include Published Material

Permission is hereby granted to include the Interest-A-Lyzer in the Master's Project of *your name*.

SECTION X. SAMPLE PAGES

Sample Title Page

AN EXAMINATION OF THE ROLE OF
TECHNOLOGY IN ELEMENTARY
LANGUAGE ARTS

By: Susan Marie Student

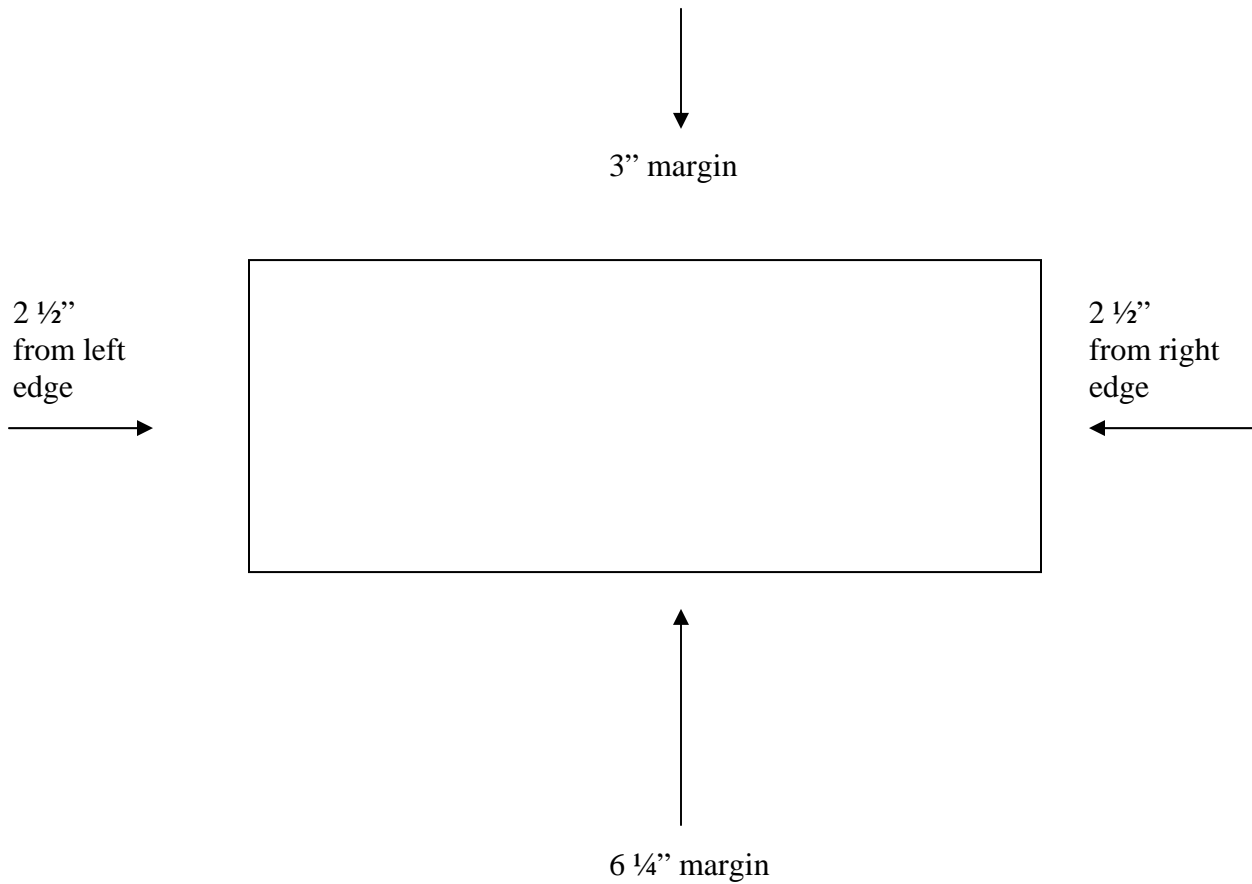
MASTER'S THESIS
Submitted to the
Graduate Faculty of the College of Education
At Grand Valley State University
In partial fulfillment of the
Degree of Master of Education

Grand Valley State University

December 2005

Window Dimensions for Projects and Theses

Please follow the measurements below for the placement of your title on the title page in order for the title to be visible through the window of the binding cover.



Sample Acknowledgments Page

The Acknowledgments are optional and follow the title page. A sample format is indicated below.)

ACKNOWLEDGMENTS

In writing this final Project/Thesis (whatever appropriate), I have benefited from the encouragement, advice, and constructive criticism of Professors William B. Mabie, John S. Clark, and James M. Montgomery. My thanks go to them, as to the many others at Grand Valley State University, who have given much needed help. The financial benefits of a Fellowship, and the intellectual training from the faculty in the College of Education, have made graduate study a pleasure and a privilege in a country that is not my own. It is not necessary to say that gratitude in no way divorces me from the sole responsibility for what is written here.

Steven Anthony Michael

(Note: Name only--no titles)

Sample Abstract

ABSTRACT

Pre-reading instruction does not receive adequate attention in secondary content area classrooms. Across the nation, students lack the necessary comprehension skills to be successful in today's rapidly changing society. Being able to think critically and make real life connections with content area material will help develop more adaptable students in our vastly changing world.

This project introduces several pre-reading strategies that can be used to increase students' comprehension of content area material. Pre-reading activities have been created for three units in eleventh grade Government to be used to help activate prior knowledge, prepare students for learning new subject material, as well as increase comprehension throughout all stages of reading. Through the use of pre-reading activities and informal assessments, students are encouraged to use these strategies independently to develop an ownership in their learning and take these skills further as they become adults. The hope is that when left to depend solely on themselves for learning, these activities will have prepared learners with the tools necessary to comprehend higher level material.

Note: **The abstract page is numbered with a Roman numeral, not an Arabic numeral.**

Sample Table of Contents for Master’s Thesis

(You may select this modified model or follow strictly the APA Model).

TABLE OF CONTENTS

CHAPTER ONE: THESIS PROPOSAL

Problem Statement1
 Importance and Rationale of Study.....2
 Background of the Study.....4
 Statement of Purpose..... 7
 Limitations of Project..... 9
 Summary..... 9

CHAPTER TWO: LITERATURE REVIEW

Introduction.....10
 The Current Laboratory Experience..... 11
 What the Science Laboratory/Classroom Should Be..... 12
 What Students Should Be Able to Do.....14
 Higher Order Thinking Skills.....16
 Research Supporting a Hypothesis Based Laboratory Design.....18
 Barriers to Investigative Laboratory Instruction.....22
 Summary.....23

CHAPTER THREE: THESIS DESCRIPTION

Introduction.....25
 Subjects.....26
 Design of Study.....28
 Procedure.....28
 Instrumentation.....29
 Data Collection.....30
 Data Analysis.....31
 Results.....32
 Conclusions.....33
 Plans for Dissemination.....34

REFERENCES.....35

APPENDICES

Appendix A-Survey Instrument38
 Appendix B-Copyright Permissions.....52
 Appendix C-University Permissions.....53
 Appendix D-Consent Forms.....54

695 Data Form56

SECTION XI. EVALUATION

EDG695 Thesis Competencies

Domain 1 – Identification, Definition and Context

- 1a. Demonstrates knowledge of problem
- 1b. Demonstrates knowledge of importance/rationale
- 1c. Contains clear statement of purpose
- 1d. Demonstrates knowledge of background
- 1e. Identifies key terms and limitations

Domain 2 – The Literature Review

- 2a. Synthesizes existing research on the topic
- 2b. Analyzes key work in the field
- 2c. Develops an argument for the project
- 2d. Identifies any gaps in the literature
- 2e. Identifies a theoretical perspective that drives the project

Domain 3 – Project Description

- 3a. Restates the problem
- 3b. Explains project components in detail
- 3c. Includes background and historical context
- 3d. Conclusions offer a solution to the original problem
- 3e. Describes evaluation plans and criteria, along with plans for dissemination

Domain 4 – Format

- 4a. Chapters aligned with APA standards
- 4b. Citations use APA style
- 4c. Reference list complete, includes at least 25 items and is aligned with APA standards
- 4d. Title page, table of contents, and appendices formatted correctly
- 4e. Abstract adequately describes project

Rubric ratings: Distinguished – Student demonstrates considerable mastery of the concepts underlying this component and implements them in a superior manner

Proficient – Student demonstrates an understanding of the concepts underlying this component and implements them in a superior manner

Progressing – Student does not yet demonstrate an understanding of the concepts underlying this component

Rubric for Research Thesis

Research Elements	Distinguished (3)	Proficient (2)	Progressing (1)
Research Question -Knowledge of problem -Importance of problem and rationale -Clear statement of purpose -Knowledge of background -Key terms, limitations	Shows thorough knowledge of problem, context, and importance. The research question is well-reasoned, and the findings would make an important contribution to knowledge or practice	Shows adequate knowledge of the problem and educational context. Contains clear statement of purpose. Findings may contribute to knowledge or practice.	Shows limited knowledge of the problem and/or its context. Statement of purpose is limited in clarity or reasoning or potential importance.
Literature Review -Synthesize the research -Analyze key work in the field -Develop an argument for the project -Identify gaps in the literature -Identify the theoretical perspective driving the project	Analyzes key research as it directly relates to the research question. Develops a logical argument for study based on research. Shows how study would fill gaps in research. Thorough understanding of theoretical stance.	Summarizes works in the field that relate to the research question. States how this study would contribute to knowledge or practice. States theoretical perspectives.	Cites work in the field, but may be limited in scope, relevance, analysis, or explanation of how this work relates to this research question. Explanation of theoretical perspective may be limited.
Research Description -Describe subjects, rationale for inclusion and grouping -Explain design of the study, procedures, instrumentation, and data collection/analysis. -Identify the results and their relationship to the problem -Offer conclusions related to this study and the literature -Describe dissemination plans	The design of the study and choice of participants are described thoroughly, including well supported rationales. Findings are presented clearly and related thoughtfully to the research problem and the literature. Reasonable conclusions are drawn from the findings, along with plans for dissemination.	The design of the study and choice of participants are adequately described, and rationale statements are included. Results, relationships, conclusions and dissemination plans are stated.	The design of the study and choice of participants are described but may be limited in thoroughness or rationale. Results, relationships, conclusions, and dissemination plans are present but may be limited in detail, logic, or usefulness.
Presentation -Chapters are aligned with APA guidelines -Citations use APA format -Reference list is complete, has at least 25 items, and is aligned with APA format -Title page, table of contents, appendices in correct format -Abstract contains adequate description of the project	Presentation adheres to APA guidelines and graduate-level writing expectations. Contains no more than 5 writing errors and no more than 5 errors related to APA format.	Presentation uses APA guidelines and conforms to basic writing expectations. Contains no more than 10 writing errors and no more than 10 errors related to APA format.	Presentation conforms poorly to APA format and writing expectations. Contains up to 15 writing errors and up to 15 errors related to APA format.

SECTION XII. 695 DATA FORM

**GRAND VALLEY STATE UNIVERSITY
ED 695 Data Form**

***This page will need to be recreated on your word processor using a 1 1/2" left margin.**

NAME: _____

MAJOR: (Choose only 1)

- | | | |
|---------------------|-------------------------|--------------------|
| _____ Adult/High Ed | _____ Elem Ed | _____ Sec Ed Admin |
| _____ CASL | _____ G/T Ed | _____ SpEd ECDD |
| _____ Early Child | _____ Mid & H.S. | _____ SpEd EI |
| _____ Ed Tech | _____ Reading/Lang Arts | _____ SpEd LD |
| _____ Ed Leadership | _____ School Counseling | _____ TESOL |

TITLE: _____

PAPER TYPE: Thesis **SEM/YR COMPLETED:** _____

SUPERVISOR'S SIGNATURE OF APPROVAL _____

Using key words or phrases, choose several ERIC descriptors (5 - 7 minimum) to describe the contents of your project. ERIC descriptors can be found online at http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=Thesaurus&_nfls=false

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

**** Note:** This page must be included/bound as the last page in your Master's Project.

SECTION XIII: BINDING REQUIREMENTS

Master's Projects in the GVSU Advanced Studies in Education program are to follow the following binding directions:

Bound copies of the Master's Project may be done at Kinko's - The Copy Center, 233 Fulton N.W., Grand Rapids, MI 49503 (616) 336-1900 (in Eastbank Towers across the river from the Eberhard Center) in the following manner: VELO VINYL SPECIAL (black cover, black strip) with window and plastic sheet behind it. This should cost between \$4.00 and \$5.00 depending upon thickness of the work.

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