

2016

EDFD 507-4S Educational Research

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XAVIER UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND HUMAN RESOURCE
DEVELOPMENT

EDUCATIONAL RESEARCH

CRN # 58899 **EDFD 507-4S** (2 credit hours)
SUMMER 2016

Course Syllabus, Project Rubrics and Course Calendar

Day and Time: Online Format
Dates: July 5 – August 15, 2016
Instructor: Joe Link
Phone: (513) 328-6300 (I am happy to talk at any time between 7 AM and 11 PM).
Email: linkj@xavier.edu

WELCOME!

I am glad you have signed up for Educational Research. As I am sure you are aware, the 15-year old No Child Left Behind law (now known as Every Student Succeeds Act) says that well-conducted educational research must be consulted and utilized in educational administration, classroom management and instruction. In this class, we will explore the impact of social science research upon how educational leaders, policy makers and teachers decide what policies and instructional techniques are effective in promoting student achievement. Whether or not you pursue a career in K-12 teaching, the material in this course directly affects how society allocates its resources in education and will help you to be an informed citizen and voter.

By completing the educational research paper, you will have an opportunity to produce your own original educational research. In doing so, you can pull together much of the material you have studied in your Masters program at Xavier University.

COURSE DESCRIPTION

Educational Research provides an overview of quantitative and qualitative research methodologies. The research paper, to be completed in conjunction with the course, requires students to implement selected methods from this course to conduct a research study and to become an expert on the existing literature on one area of the student's interest.

COURSE OBJECTIVES

COURSE KNOWLEDGE AND SKILLS	COURSE ASSESSMENT ACTIVITIES
<ul style="list-style-type: none"> identifying, understanding and evaluating published literature in education 	Preliminary Literature Review; Chapter II draft
<ul style="list-style-type: none"> preparation of a research topic 	Chapter I draft
<ul style="list-style-type: none"> understanding the types of research and their separate methodologies, uses, strengths and weaknesses. 	Final Exam; Discussion Boards
<ul style="list-style-type: none"> understanding the computation, interpretation and use of selected analytical methods of research. 	Final Exam
<ul style="list-style-type: none"> selection of a research methodology 	Chapter III draft
<ul style="list-style-type: none"> evaluation of the impact of government policy on education research 	What Works Clearinghouse and Edutopia essay; Discussion Boards
<ul style="list-style-type: none"> Understanding and interpreting value-added assessment results. 	Discussion Boards
<ul style="list-style-type: none"> Understanding the role, function and procedures of the Institutional Review Committee (IRC) of Xavier University and successfully completing the NIH Human Subjects examination. 	Online National Institute of Health Course Completion; Discussion Boards; Final Exam

FINAL GRADES

The final grade for EDFD 507 will be assigned at the end of this summer semester. The final grade for EDFD 508, Educational Research Paper, can be assigned within the summer semester if the paper is turned into me by August 12, 2016. Otherwise, a grade of M (incomplete) will be assigned for EDFD 508 until the student completes the paper. A student taking an "M" for EDFD 508 has approximately one year to complete the paper. (To be exact, I would need to receive your paper in my mailbox in the special education wing of the Cohen Center or at my home address by August 1, 2017). It is perfectly acceptable for a student to take an "M" in EDFD 508. I will be available to meet with you during any of three semesters following the end of the course. Please email me to set up an appointment at any time. (Some students worry that

I will become unavailable to assist them in the completion of their paper. No worries – health permitting, I will be available to assist you in 2016 and 2017).

REQUIRED TEXTS

Bales, S.R. (2005). *When I was a child: Children's interpretations of first communion*. Chapel Hill: University of North Carolina Press.

Leedy, P.D. & Ormrod, J.E. (2015). *Practical research: Planning and design*. Boston: Pearson. (It is important for this online version of this course that you have the most current edition of the text).

RECOMMENDED TEXTS

Houghton, P.M., and Houghton T.J. (2009) *A.P.A.: The easy way*. Baker College.

ACADEMIC SUPPORT

Learning Assistance Center

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

COMMUNICATION:

Please do maintain communication. This is very important! Please feel free to contact me through email or phone. If life circumstances interfere with class performance, requirements or

attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

ASSIGNMENTS AND PROJECTS

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and projects are due on posted calendar dates or dates adjusted during class times. Course assignments and requirements may be changed to meet the needs of the students and/or instructor.

GRADUATE GRADE SCALE:

Points	100 - 93 =	A
	92 - 90 =	A-
	89 - 87 =	B+
	86 - 84 =	B
	83 - 81 =	B-
	80 - 78 =	C+
	77 - 75 =	C
	74 - 0 =	F

ASSESSMENT

Preliminary Literature Review.....	10 pts.
Chapter I Draft.....	10 pts.
Chapter II Draft.....	15 pts.
Chapter III Draft.....	10 pts.
Essay on the What Works Clearinghouse and Edutopia.....	10 pts.
Final Exam.....	15 pts.
Participation Self-Assessment.....	10 pts.
Canvas Discussion Boards.....	<u>13 pts.</u>
<u>Online Ethics Training **</u>	<u>5 pts.</u>
<u>Icebreaker.....</u>	<u>1 pt.</u>
<u>Introductions.....</u>	<u>1 pt.</u>
Total	100pts.

**** An online NIH ethics training must be completed, and a completion certificate must be sent to the instructor for the student to receive a grade in EDFD 507. A student cannot proceed with the research paper without completing the NIH online ethics training.**

***** This course requires a number of individual conferences with the instructor to review writing drafts. Most students in the course are very responsible about scheduling these conferences by phone. However, please understand that if a student fails to schedule two of these phone conferences and puts the instructor in a position of nagging the student, then the final grade in EDFD 507 will be reduced by a third of a grade (e.g. an A becomes an A minus).**

THE ASSIGNMENTS

PLEASE NOTE: Students do not need a title paper for any of these assignments. It is terrific if students can number the pages of an assignment, but students do not need a running head on any of these assignments.

1. Preliminary Literature Review – The student will create an annotated bibliography of seven sources relating to the problem which he or she is going to research. An annotated bibliography will consist of a proper APA citation of the article, and then a paragraph (of approximately 8-10 sentences) summarizing the research problem investigated and the findings of the article. The student may also briefly comment on the strengths and weaknesses of the article. The Preliminary Literature Review is not a replacement for Chapter II of the research paper, but it will help the student get started on compiling resources for Chapter II. This assignment can be single spaced, although everything else you turn in this semester will be double spaced.

2. Chapter I Draft – Chapter I drafts vary in length, but 4-5 pages should be sufficient. Chapter I contains an introduction, a research question and hypothesis, assumptions of the study, limitations of the study, and operational definitions. Please refer to the guideline for Chapter I laid out further in the EDFD 508 syllabus.

3. Chapter II Draft – This chapter should be at least 8 pages and is, by far, the most difficult of the first three chapters to write. In it, you should show that you are an expert on your topics and that you have been looking at all the literature on your topics available anywhere in this country. Leave no stone unturned in researching for this chapter. Chapter II is typically an argumentative essay which surveys the available and related literature on your topic but also makes an argument that there is a gap in the literature which you as the researcher intend to fill

with his or her own study in Greater Cincinnati. Please refer to the guidelines for Chapter II laid out further in the EDFD 508 syllabus.

4. Chapter III Draft – Chapter III drafts are typically 4 pages. Chapter III is a step-by-step guide to how to conduct your specific research study. Please refer to the guideline for Chapter III laid out further in the EDFD 508 syllabus.

5. What Works Clearinghouse and Edutopia Essay – In an essay of at least 3 pages, argue a position about the federal government’s What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc> and its comparison to a privately funded website, Edutopia, <http://www.edutopia.org/>. What are the strengths and weaknesses of the two websites? What potential do the sites have to improve educational policy and practice? How should they be improved? Students will also read a 2005 article by Thomas Schwandt (“A Diagnostic Reading of Scientifically Based Research for Education”) which critiques the notions of “What Works.” Incorporate Schwandt’s thoughts into the essay as appropriate. Feel free to support or criticize Schwandt’s positions. Make sure to use APA citations where appropriate and have a References page as appropriate.

Rubric for What Works Clearinghouse and Edutopia Essay:

10 points	9 points	8 points	7 points or less
Essay references the Schwandt article, has a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essay has four of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essay has three of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essay lacks the following components necessary for graduate level writing: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.

6. Final Exam – Students will complete a take home final exam towards the end of the course. The exam typically consists of 30 short essay (2 – 4 sentences) questions. Student must use material from the course to answer the final exam questions. (Occasionally, a student will try to answer every question by conducting a Google search. These answers, while technically correct, can be bizarre).

7. Participation Self-Assessment – At the end of the course, each student will turn in a typed paragraph of 6-8 sentences evaluating his or her participation in the class. Participation can be defined as contributions made on the Discussin Boards, as well as preparation before class. The paragraph should describe how many points out of 10 a student should get for participation.

8. Canvas Discussion Boards – During each week of the course that readings are assigned, the instructor may post a question or questions on the Canvas Boards. Students should respond to the Canvas post always try to support their ideas with evidence and quotes from the readings.

TENTATIVE CALENDAR OF EVENTS

Date	Topics (there often will be a video posted on Canvas that relates to these topics)	Assignment
Week of July 5 INTRODUCTION MODULE 1 BASIC RESEARCH TERMINOLOGY	<ul style="list-style-type: none"> • Introduction to the Course • Requirements of the Research Paper • Class Introductions • Independent and Dependent Variables • Population and Sample • Correlation and Causation • Research Questions/Problem Statement • Operational Definitions 	Listen to a very brief National Public Radio report on a new study about girls and physics: “Why Aren’t More Girls Attracted To Physics?” http://www.npr.org/blogs/alltechconsidered/2013/08/09/210251404/why-arent-more-girls-attracted-to-physics; Read <i>Practical Research</i> , Chapter I and Answer any Discussion Board questions relevant to the NPR story or the <i>Practical Research</i> readings.

<p>Week of July 11</p> <p>MODULE II: TYPES OF RESEARCH</p>	<ul style="list-style-type: none"> • Overview of Quantitative and Qualitative Research • Types of Quantitative Research • Overview of Action or Teacher Research • Meta-analysis • The Use of Scientifically Based Research in Education and No Child Left Behind – Websites: What Works Clearinghouse and Edutopia, 	<p>Read <i>Practical Research</i>, Chapter II</p> <p>Read “The Role of the Scientific Discovery Narrative in Middle School Science” –</p> <p>Citation: Arya, D.J. & Maul, A. (2012). The role of the scientific discovery narrative in middle schools science education: An experimental study. <i>Journal of Educational Psychology</i>, 104 (4), 1022-1032.</p> <p>(To access the Diana Arya & Andrew Maul article on “Science Discovery Narrative,” I searched in Academic Search Complete. I typed in "Arya Diana" and selected "author" on the scroll down. That should take you right to the abstract, from there you can click on Find It @ XU and it will take you to a full text option).</p> <p>Read Steve Solomons’ article, “Using Aromatherapy Massage to Increase Shared Attention Behaviours in Children with Autism Spectrum Disorders”</p> <p>Citation: Solomons, S. (2005). Using aromatherapy massage to increase shared attention behaviours in children with autism spectrum disorders and severe learning difficulties. <i>British Journal of Special Education</i>, 32 (3), 127-137.</p> <p>(To access the Solomons article on autism and aromatherapy, I searched in Academic Search Complete. I typed in "Solomons Steve" and selected "author" on the scroll down. That should take you right to the abstract, and it has a full text option).</p> <p>What Works/Clearinghouse Edutopia Essay due</p>
<p>Week of July 18</p> <p>MODULE III:</p>	<ul style="list-style-type: none"> • Using Academic Databases to Conduct a 	<p>Complete Mock APA Quiz</p> <p>Complete National Institute of Health Online</p>

<p>RESEARCH ETHICS, USE OF THE DATABASES AND APA CITATIONS</p>	<p>Literature Review</p> <ul style="list-style-type: none"> • Research Ethics • Qualifications of a Researcher • APA Citations 	<p>Training – create an account at: http://phrp.nihtraining.com/users/login.php and email completion certificate to instructor</p> <p>(Students must complete this online tutorial about research ethics in order for the instructor to issue a grade in the course. The tutorial is broken up into 20 minute modules. You can complete the modules all at once or space them out over time).</p> <p>Read <i>Practical Research</i>, pages 102-107;</p> <p>Read Brian Fay’s “Do You Have to Be One to Know One?” (available on our Canvas site)</p>
<p>Week of July 25</p> <p>MODULE IV: SURVEY RESEARCH</p>	<ul style="list-style-type: none"> • Survey Research Methods • Quantitative Research: Central Tendency • Making Sense of a Quantitative Research Article • Critiquing a Quantitative Research Article (even with limited research experience) • Individual Meetings by phone with Course Instructor to discuss Preliminary Literature Review and Research Topics 	<p>Read <i>Practical Research</i>, Pages 136-156</p> <p>Answer any Discussion Board questions relevant to the readings;</p> <p>Preliminary Literature Review due; Phone Appointments held primarily on July 26 and 28</p>
<p>Week of August 1</p> <p>MODULE V:</p>	<ul style="list-style-type: none"> • Validity and Reliability • “Threats” to 	<p>Chapter I drafts due; Phone Appointments held primarily on August 2 and 4</p>

<p>QUANTITATIVE RESEARCH CONCEPTS AND SAMPLING</p>	<p>Quantitative Research</p> <ul style="list-style-type: none"> Quantitative Research: Variability and Standard Deviation Types of Sampling in Quantitative Research Individual Meetings with Course Instructor to discuss Chapter I drafts 	<p>Read <i>Practical Research</i>, pages 158 – 177; pages 179 – 187; pages 223-226; page 241</p> <p>Answer any Discussion Board questions relevant to the readings</p>
<p>Week of August 8</p> <p>MODULE VI: CRITIQUING QUALITATIVE RESEARCH</p>	<ul style="list-style-type: none"> Qualitative Research Methods <i>When I Was a Child</i> by Susan Ridgely Bales Review of Chapter III drafts 	<p>Read <i>Practical Research</i>, Chapter IX</p> <p>Read <i>When I Was a Child</i>, Introduction, Chapter I Chapter II and Chapter III;</p> <p>Answer any Discussion Board questions relevant to the readings</p> <p>Chapter III drafts due; Phone Appointments held primarily on August 9 and 11 to review Chapter III drafts</p> <p>Take Home Final Exam due</p>
<p>Due Sunday, August 14</p>	<ul style="list-style-type: none"> Chapter II Drafts due 	<p>Chapter II Draft due by email on August 14 by 11:59 PM</p> <p>Participation Self-Assessment due by email on August 14 by 11:59 PM</p>

XAVIER UNIVERSITY
 COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION
 DEPARTMENT OF EDUCATIONAL LEADERSHIP AND HUMAN RESOURCE
 DEVELOPMENT
EDUCATIONAL RESEARCH PAPER
CRN # 58900 EDFD 508-4S (1 credit hour)
SUMMER 2016

Course Syllabus, Project Rubrics and Course Calendar

Day and Time: This course does not meet regularly, but operates like an independent study.
Dates: July 5, 2016 – August 15, 2016 (and potentially through August 1, 2017)
Instructor: Joe Link
Phone: (513) 328-6300
Email: linkj@xavier.edu

DUE DATE

The research paper should be turned in by August 1, 2017. **Please make arrangements to meet and review a final draft with me before you turn in the final copy. Please do not turn in the final copy without meeting with me first. I will not accept a final draft of the paper unless we have met first.** (If you live outside the Greater Cincinnati area, we can substitute a meeting by phone instead).

Please place the finalized research paper in my mailbox in the special education wing near the front lobby of the Cohen Building (in the middle of the art department near Room 187). Alternatively, you can mail the research paper to me at 5433 Moeller Avenue #3, Cincinnati, Ohio 45212, but please mail only through the U.S. Postal Service. (Do not use Fed Ex or UPS, as I will likely have to drive to their warehouse to pick up the paper). You should make two fancy copies of the research paper. Each copy will likely cost you \$5. **Give one copy to me, and keep one for yourself. You keep your copy forever, and I will keep my copy forever.** If you choose to turn it in during the summer semester, make sure to have it in my mailbox by August 12, 2016. If you choose to turn it in during the fall semester, make sure to have it in my mailbox by December 1, 2016. If you choose to turn it in during the spring 2017 semester, make sure to have it in my mailbox by April 1, 2017. Otherwise, I expect to see the paper in my mailbox by August 1, 2017.

These due dates are important, because a number of things need to happen before your grade for EDFD 508 can be changed. I need to grade the paper first, and then I need to turn in a paper grade form. That form is submitted in paper (non-electronic) form and needs to be signed by numerous supervisors. The form is then turned over to the Registrar who has to process it. In general, it will take about 3 weeks after you turn the paper in for a grade change to occur. There are exceptions to this, of course, and **if you get into a bind with the due date, contact me and we will talk it through and try to work it out.** Regardless of when you turn the paper in, you must meet me with me beforehand so that we can review a draft of the paper together. This requirement for having a meeting is an inflexible rule, and I will always enforce it.

FINAL PAPER MEETING

The instructor and student should meet when you have a completed draft of the whole paper. Please contact me as you are finishing the paper so that we can set up an appointment. I would like review a draft of the whole paper in your presence before you turn the final bound copy.

REQUIREMENTS FOR THE RESEARCH PAPER

The research paper will be comprised of five chapters. The paper must use APA style, the typically accepted style in the field of education. The final copy of the paper should be turned using **black spiral binding, a thick black back cover, and a clear plastic front cover that shines through to the title page.** Staples and Kinkos, among others, provide these services. **You should make one fancy copy for yourself to keep, and give the second copy to me to grade. You keep your copy forever, and I'll keep my copy forever.**

Your grade for the research paper is separate from the course, EDFD 507. The following is a rubric used to judge the components of the research paper as well as the research paper as a whole:

	C	B	A
Content (40%)	Chapters and subchapters do not address in quantity and quality what they are supposed	Chapters and subchapters mostly address in quality and quantity what they are supposed	Chapters and subchapters totally address in quality and quantity what they are supposed to

	to address.	to address.	address.
References (25%)	Less than 10 references are utilized.	10-14 references utilized.	More than 14 references are utilized.
APA Style (25%)	APA style is not followed throughout the paper.	APA style is mostly followed throughout the paper.	APA style is totally followed throughout the paper.
Grammar and Usage (10%)	Words spelled incorrectly. Punctuation is not used properly throughout the paper.	Words mostly spelled correctly. Most punctuation is used properly throughout the paper.	Words spelled correctly. Punctuation is used properly throughout the paper.

ORGANIZATION OF THE RESEARCH PAPER (Thanks to Dr. Flick for providing the general outline of the information in the section).

Students should follow this research paper outline exactly. Use the subject headings provided here in your own paper:

The Title Page

The Title Page is the first page of your paper and it should show through the clear plastic cover. The Page should look like this:

[lots of space]

[Title of Paper]

[lots of space]

["A Research Report Submitted in Partial Fulfillment of Requirements in"]

"EDFD 507/508: Educational Research"

"Today's Date"]

[lots of space]

["By"

"Your Name"

"Xavier University"]

Make sure that the title of your paper is very specific. (For example, "A Study of Attitudes towards Music Instruction in a Middle School in Brown County, Ohio" is better than a title such as "Music Instruction."). If your title is very general, it will give the reader a false impression that you are a renowned expert on this topic. A title with lots of specific detail conveys the

sense that you a humble researcher who is investigating one small part of a very large area of study.

The Abstract

The abstract, or summary, is no more than 250 words and is a separate page placed after the title page, but before the table of contents. It is the last part of the paper to be written. It is a summary of the nature of your study, the problem, your methods and the procedures used, a brief overview of the findings and the conclusions drawn. A well-written abstract should persuade a potential reader that the paper is worthy of examination and provide a brief summary of the findings of the research study. **Keep in mind that most readers are concerned with the findings and results of your study and so make sure to highlight those in the abstract.** The abstract pages, if more than one, are numbered independently from the rest of the paper, and they are not mentioned in the table of contents.

The Acknowledgements

This page is a chance to thank all those who helped you put the research paper and those who supported you as you write it. The acknowledgements should take up at least 6 sentences.

The Table of Contents

The table of contents includes pages on which the chapters begin as well as a listing of all subtopics in each chapter, as well as the start pages for the bibliography and the appendix.

Chapter I (usually about 5 pages) [**Begin numbering pages with Chapter I**].

Use these exact subject headings in Chapter I:

Introduction

The introduction provides general background or framework. It might include the historical background and the scholarly rationale you have used for investigating the general topic. It may include a personal anecdote about why you became interested in the topic. The introduction should engage our interest in your general topic and whet our appetite to hear more about the specific study you are going to conduct. It makes sense in this section to mention one of the key authors who has researched your topic. This will show that there has been past scholarly interest in your topic. If you are going to use the first person ("I") in this paper, this would be one of the few places appropriate to do so.

Scope of the Topic

The scope section is a general statement of everything you could ever hope to ascertain from the study. You will describe many more possible topics of study that you could ever actually

investigate in the coming year. It is broader than the specific problem you will investigate with your study in Greater Cincinnati. The scope section is usually lengthy and is a continuation of what has been started in the introduction section. The scope section sets up the rationale for why this topic needs to be investigated further by describing unresolved questions there are related to your topic. This section is typically written as a series of all the potential questions one might ask about your broad topic. The reader should be overwhelmed by how many possible research questions there could be relating to this topic. This section leads in nicely to the Problem section in which you will explain the one specific problem that you will be able to investigate. One way to think of this section: **The Scope section is very broad; the Significance section is very specific to your study.**

The Problem

This sections contains a statement of the core problem you will investigate in your research study (e.g. What do Greater Cincinnati area teachers think is the relationship between student GPA and financial success ten years after graduation?) and your hypothesis. The hypothesis is a proposition that the researcher is prepared to verify (e.g. The hypothesis of this study is that a majority of Cincinnati area elementary teachers believe that students with high GPA have higher average salaries over ten years than those with lower GPAs). A hypothesis is a calculated guess based upon previous experience. List the research problem and hypothesis separately and clearly label them.

PLEASE NOTE: **The Problem section consists only of two sentences – the research question and the hypothesis.** Nothing else goes in this section.

Significance of the Study

Why is your study to be conducted here in Greater Cincinnati needed? In what way will it contribute to knowledge in the field? How will it benefit principals and school leaders? Avoid vague and meaningless answers to these question like “the study has never been done before,” or “the study will be useful to practitioners in the field.” Be specific. How will it be useful? What beliefs will it provide that are not already available? The need for the study does not always have to be phrased in practical terms. Need can be established through logic, personal experience, or even through a statement from an authority in the field. The significance of the study is usually lengthy and is a continuation of what was begun in the introduction and purpose sections. One way to think of this section: **The Scope section is very broad; the Significance section is very specific to your study.**

PLEASE NOTE: The Introduction, Scope and Significance sections are all fairly lengthy. I would recommend you write these as one complete essay, and then break it up into the appropriate three parts.

Assumptions of the Study

The purpose of this section is to clarify, define and limit your investigation. Assumptions are propositions that you do not intend to verify. They are statements of positions that you take for granted as self-evident. An assumption may not necessarily be correct, but it should be reasonable. It is reasonable to assume that the sun will rise at a certain time tomorrow, although this is not a certainty. List only those assumptions that are applicable to your study and essential to it. Typically, student will list at least 3 assumptions. You should bullet point these assumptions.

Limitations of the Study

Limitations are natural, unavoidable deficiencies in your study. An example might include the lack of a representative sample.. Typically, students will list at least 3 limitations. You should bullet point these limitations.

Operational Definitions

Provide the reader with definitions for words or terms with which the reader is not likely to be familiar. Assume that the reader does not come from an education background. Operational definitions do not have to be the authoritative definition of a word. Rather, they are your working definition of a word for the purposes of this paper. Typically, students will list at least 7 operational definitions. You should bullet point these operational definitions. This section will look much like a glossary.

Chapter II (usually about 8 pages)

This section serves several purposes:

- Familiarizes you with work that has already been done in the field and work that is closely related to your proposed investigation.
- Shows how your study will fit into the general theoretical framework in your field and with the research of others, and gives you a chance to acknowledge those who toiled before you.
- Demonstrates how you will be making a unique contribution to the field.
- Helps the reader understand what types of research (opinion, case study, ex post facto, quasi-experimental, true experimental, etc.) have been conducted on your topic.

Chapter Two should be written as a coherent essay with an argumentative thesis about the current state of the literature on your topic of interest. Chapter Two will inevitably contain pages and pages of summary of articles, books, etc. Make sure to properly cite where you get the information you are paraphrasing. **Remember that the APA style of writing welcomes**

paraphrasing and tends to discourage the use of direct quotes. (This may be different from the MLA citation style that you used as an undergraduate student).

Chapter Two is also focused on describing the types of literature available on your topic (e.g. newspapers, editorials, popular magazines, case study research in scholarly journals, ex post facto research in scholarly journals, survey research in scholarly journals, experimental research in scholarly journals, etc.), but it is NOT a report on the topic itself. In Chapter Two, be sure to comment on the quality of the literature (e.g. Is it mostly the opinions of various authors? Is it a case study? Is it mostly survey research? Is it quasi-experimental research? Is it true experimental research?) **It is critical that you answer this question: What is the current state of the literature on my topic of interest?** There is no right or wrong answer. Just make sure we know the types of writing, if any, that is being produced on your topic.

If you cannot find any literature on your topic of interest, broaden your topic of interest and do a literature review on related topics and then note how little literature there is on your original topic of interest. This Chapter should be able to stand alone apart from the research paper. Chapter Two typically begins and ends with an argument that there is a gap in the research literature that you as the researcher intend to fill. Explain at the end of this section how your specific study will fill the gap in the literature.

Before writing this section, make sure you feel comfortable that you have exhausted the resources of several library databases. The use of these databases is an expected part of the process of writing this paper.

- Academic Search Complete (This is our primary database. We always search here first).
- PsychInfo
- ERIC (which will include not only journal articles but also so-called “ERIC Documents” or “EDs”).
- Proquest and then click below on the search page on “Dissertations” (descriptions of and the first few pages of dissertations from across the country; some dissertations are even full-text)
- Electronic Theses And Dissertations (full text dissertations written in Ohio)
- OhioLink

Be certain you have looked at a cross section of journal articles, book chapters and ERIC documents, if possible.

Chapter III (usually about 4 pages)

This section is often the weakest part of the paper, because many writers have not thought through the procedures they will use to investigate their research problem. **Chapter III lays out**

your research methodology step by step, so that any other investigator could replicate your methods. Consider these questions as you write Chapter III:

- How is your research design appropriate to your investigation of the problem?
- How will you address ethical concerns of working fairly and respectfully with human subjects?
- What is your population and sample, and how can you justify those selections?

Your choices of research design are generally limited in the course to observational research in schools or surveying teachers and/or parents. If you choose to survey teachers, you should survey teachers from at least two school districts or two private schools. EDFD 508 students must read or write an informed consent statement to be communicated to the people participating in their study. To maximize our knowledge of what might go into an informed consent statement, students are required to complete a 2 hour online course offered by the National Institute of Health at <http://phrp.nihtraining.com/users/login.php>.

In our course, students must use the following methodology:

- Collecting 100 surveys from at least two different field sites (e.g. two different school districts, two different Catholic schools, etc.). There are several free online survey generating websites that you may want to use:
 - KwikSurveys
 - Google Forms
 - Qualtrics
 - Survey Monkey (This is the most well-known survey generator; however, I would recommend only using the paid version of this service. The free survey generator does not work well with our paper and its requirements).

Use these exact subject headings in Chapter III:

1. Purpose of the Study (this section will be an abridged version of what is in Chapter 1, most likely).
2. Setting – usually about 1 and a half pages – Using statistics from the Internet or another source, paint a picture for the reader about the community and schools in which you will be conducting research. Any statistics you can find (median income, ethnic composition, etc.) is all relevant as the reader may not only anything about this community.
3. Data Collection – at least 2 pages – Lay out your methods in **extremely** detailed, step by step details. This section should be dry, objective and long. It may describe steps you feel are obvious to the reader; nevertheless, list out your steps anyway. You should list out not only the steps you will follow to conduct your study but also explain what you will do if you hit a roadblock (e.g. a principal does not give you permission to observe in a school that you had hoped to be in).

4. Data Compilation and Analysis – probably ½ page - Explain how you will use Microsoft Word, Excel, etc. to compile the data and how you think it will look when presented.
5. Summary of Chapter 3 – probably ½ page

Chapter III is often very detailed and dry. It may seem that the step by step methodology you lay out in Chapter III is obvious, but it is important that you lay out every step of your research study, no matter how trivial, so that it can replicated.

Chapter IV (length varies)

This chapter depicts the direct results of your research investigation. You present what you have discovered in words, charts, tables, figures, and other appropriate forms. Some students may be presenting quantitative results while other may be presenting qualitative data. Avoid presenting extremely large data sets or field notes which are better relegated to the appendix. Your findings in this chapter should be “objective”; another investigator using the same methods would come up with the same results. Please save any interpretive remarks you might want to make for Chapter V.

If you are presenting the results of survey research, make sure to make a graph for every single survey question you asked. (e.g. If you asked 12 survey questions, then you should make 12 graphs). For every Likert Scale question that you graph, make sure to write a boring explanatory paragraph that explains the graph. The paragraph should all include the mean and the mode of the Likert Scale question.

If you are presenting qualitative data such as the results of open ended survey questions, consider giving the reader just the highlights of your field notes or open ended survey results. For example, out of 100 open ended comments on a survey, you might report the 15 most representative answers to the reader. Always, present these quotes in bulleted form and draw a text box around these results to increase their visual appeal.

Chapter V (usually about 5 pages)

Summary of Research Findings (usually about ½ page)

The summary includes an overview of your data as reported in Chapter IV.

Speculative Conclusions (at least 2 pages, may be much longer)

Conclusions are interpretations, inferences, and implications based upon the findings. Unlike the findings, which are “objective,” conclusions may vary. They are personal but still logically deduced. They represent an attempt by the investigator to explain the findings. In this section, the research may speculate on the results of the study as a whole as well as why specific observations or survey results turned out the way that they did. This could be a section in which the researcher reflects on possible weaknesses in the study.

Congruence with the Literature (at least 1 page)

Students should reference two or three of the authors mentioned in the literature review in Chapter II and explain how your conclusions are or are not consistent with the major authors in the related literature. When you mention these authors, make sure to remind the reader who they are and what they said. Also, cite them once again using proper APA style.

Recommendations for Future Research (usually about 1 page)

Researchers almost always make a call for further research in this field, since it would be brash to assert that this study was the final, definitive one on the topic. The researcher should suggest particular tangents or angles that future researchers might follow. In some cases, the writer may want to make specific policy or curricular recommendations based upon the findings, but only if they logically relate to the writer’s conclusions. The researcher might think of this section as a chance to overview a large research study that you would undertake if you were entering a doctoral program and where time and money for research might be more available than they are now.

References

The references include all the sources to which you have actually cited in the paper. Any other materials, which gave you general background knowledge, but which are not actually cited in the paper, do not belong in this section.

When you cite a general website, you should write the date that you “retrieved” the information on the website (e.g. “Retrieved on July 31, 2012”). It is not necessary to write the retrieval date for your online scholarly journal sources, which will likely comprise most of your references. It is not necessary to list the “doi” numbers that are often found with citations in academic databases.

When you cite a document found on ERIC that is not a journal article but instead a government report or pamphlet or the like, make sure to include the ED number (ERIC Document Number) in your citation. (You do not need to include EJ numbers – those are for journal articles, and we know how to easily locate those).

Appendix (if necessary) – a copy of your survey, observation check list, field notes, etc.