



UNION  
UNIVERSITY

**2011-2012**

**CREATIVE RESEARCH  
PROJECT GUIDE**

## THE MASTER OF EDUCATION DEGREE UNION UNIVERSITY

### Guidelines for Preparing the Creative Research Project

The **Creative Research Project** (CRP) is designed to assist the teacher in identifying an educational problem of relevance and applying research toward its solution. In the project, graduate students working in small groups of two to four (or individually) will synthesize existing research to suggest strategies or approaches for dealing with a problem. The end product is a written report consisting of a clear and concise presentation of the research similar to a research article written for publication. (Students and the research advisor may want to submit their "article" for publication. In such cases the research advisor would be designated as the senior author for the article.) Collaboration among two or three action researchers is ideal, but effective only when the project is truly participatory in formulation, collection and analysis, and unified in reporting the results. The project utilizes action research to explore an education problem in the graduate student's school or other educational environment. The results of the research project may or may not be generalizable to other populations. Students are encouraged to choose relevant problems that are impacting the educational community, so that the study will contribute to the goal of educational excellence.

### Action Research Defined

Action research is to be differentiated from more traditional scientific research. It is conducted by educators who want to improve their own educational community. Sagor (1992) explained that scientific researchers look at what others are doing or should be doing while action researchers look at what they themselves are or should be doing. Action researchers in education focus on three related stages of *action*:

1. Initiating action, such as adopting a text or choosing an alternative assessment strategy
2. Monitoring and adjusting action, such as seeing how a pilot project is proceeding, assessing the early progress of a new program or improving current practice
3. Evaluating action, such as preparing a final report on a completed project

Sagor asserted:

. . . that when we inquire for the purpose of initiating action, we are usually seeking information to help us understand and solve a problem (might be called 'research *for* action'). When we actually monitor our work in order to

improve our performance, we are engaging in ‘research *in action*.’ Finally, our efforts to evaluate work that has been concluded might be called ‘research of action’. (1992, p. 8)

*Research* is defined here as any effort toward disciplined inquiry (Sagor, 1992). Action research can involve a wide array of methods derived from both the quantitative and qualitative domains. The Union M.Ed. program focuses on the study of phenomena that investigators want to better understand, requiring that they employ systematic processes to acquire valid and reliable data concerning those phenomena. The phenomena chosen for study must concern the teaching/learning process, and must also be within the M.Ed. student's scope of influence.

The **Creative Research Project** *in its final approved form (one clean copy per project on 25% cotton weight paper)* must be completed and turned in to the Office of Graduate Studies by The Master’s Forum in July. Binding cost will be determined on a yearly basis. Students who desire a bound copy of their own will need to submit an extra copy on *25% cotton weight paper* and pay an extra binding fee for a personal copy of their Creative Research Project. (See Binding Fees for specific instructions.) At this time, students must also submit 2 complete CDs.

### **TAKE NOTE OF THESE CLUES TO SUCCESS**

#### **Communicate Often with Everyone**

In a collaborative Action Research Project that extends over time, the work of each group member is very important. Members must work to their strength, strive to do their best work, and develop a positive working relationship among group members. Learn to rely on one another. Close communication with the research

adviser is vitally important. Without these elements, The CRP research process and producing a final product that you are proud of will be more difficult.

### **Avoid Plagiarism**

Presenting the work of another person's work, ideas or writing as you own is plagiarism. This "includes printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral or written presentations (e.g., papers, essays, articles, chapters), statistical data, tables, or figures (The Learning Centre, UNBC, "Plagiarism"). In short, if you use any information that can be considered the intellectual property of another without acknowledging the original source properly, then you are engaging in theft and deception, which is plagiarism, a form of academic dishonesty. To maintain academic integrity, avoid plagiarism. For further information, see: <http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

### **Obtain Necessary Tools**

**Union's CRP Guidelines** provide the specifications you are to follow for the **Creative Research Process (EDU 643, 644, 645)**. Become familiar with these Guidelines. It has been written for your convenience. From the first written pilot you complete, you are expected to follow these guidelines. When an issue is not addressed by **Union's CRP Guidelines** follow the requirements of the *Publication Manual of the American Psychological Association (6<sup>th</sup> Edition)*.

Please take time to become acquainted with the material within the **CRP Guidelines** and important pages in *APA* manual *before* you start writing. This diligence will save time and frustration throughout the research process.

## **PREPARATION OF THE MANUSCRIPT**

### **Style Requirements**

This document is the official guide for preparing the **Creative Research Project**. It is based upon the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition). Issues not referred to in this Guide are addressed in the APA Manual. M.Ed. students should refer to the APA Manual for additional information on format. If a conflict arises between this Guide and APA, follow this Guide.

### **Font/Type**

The final manuscript must be submitted with laser quality print. Dot matrix is not acceptable. Acceptable print size is described in the *APA Publication Manual*. A print size that is equivalent to the print used in this document (12 point) is acceptable. Block fonts are to be avoided. A standard typeface such as Times New Roman or Calibri are recommended

### **Margins and Spacing**

For binding purposes, *left margins must be one and one-half inches*; all other margins are one inch. The right margin should be uneven, i.e., do not justify. Indent the first line of every paragraph five to seven spaces or use the word processing tab key for consistency. **Double spacing must be maintained throughout the document,** except in the case of multiple line headings used in the text and tables. The individual reference citations in the reference list are double spaced.

### **Length**

**The Creative Research Project** should be 25-35 pages in length, excluding the references and appendices. Extensive appendices are not necessary. Common

items in the appendix include a sample questionnaire or other survey instruments. See suggestions in *APA 6<sup>th</sup> Edition* on pages 38-39 for further information.

### **Binding Instructions and Fees**

Each group of research students should submit one copy of the project to the Office of Graduate Studies in Education for binding. The final manuscript must be submitted on white 8.5" x 11" 25% cotton weight paper. After final approval by the Director of MED Program, the manuscript will be sent by the Union Library for binding. *This copy of the project will be retained in the Summar Library. The cost of the Library copy is expected to be about \$15.00.*

In addition, each research group must submit 2 CDs of the complete project, including the approval page with the advisor's signature. These CDs will be stored in the Graduate Education Offices on each campus.

For each personal bound copy, the student must submit a completed copy of the project on white bond paper. Include the final approval page with your advisor's signature. Each personal bound copy is expected to cost about \$15.00.

### **SEQUENCE OF RESEARCH EXPERIENCES AND COURSEWORK**

**M.Ed. students** will complete a sequence of experiences designed to prepare them to complete the **Creative Research Project**. During the first semester of the cohort year, students will be introduced to educational research, identify a topic, formulate a problem and write a pilot. Each M.Ed. cohort student will be assigned to a **Research Group** (group of 2-4) and a **Research Advisor** at the end of summer school. The meetings of research groups will begin the first week of the fall semester and continue on a regular basis throughout the cohort year, culminating with a bound

research project and the Master's Forum in July of the second summer. Most meetings will need to occur late on a weekday in order not to conflict with Saturday classes. Research group meetings are meant to be a logical extension of Education 643-Methods and Design for Classroom Research. Education 644-Creative Research Proposal is the context for these meetings with the research advisor during the fall semester. Students and advisors will maintain regular contact and advisors will guide the completion of the literature review and guide research as it progresses in the fall and spring. Education 645-Creative Research Project is formally offered in February - July of the second summer and serves as the context for the completion and presentation of the project.

It is the obligation of graduate cohort students to make progress on the creative research proposal and project according to the deadlines established. Students and advisors should meet regularly throughout each semester. The initial meeting in the fall, called by the advisor, will be with the total research group. If a student consistently does not attend a planned meeting, the grade will be impacted. At this time the group will pick a regular advising time for writing the literature review and completing the **Proposal**. The research experience continues in the same way in the spring and second summer semesters. Spring and summer semesters will consist of analyzing data and reflection upon conclusions and the discussion. This time is also used to prepare the Project for binding. Time should also be set aside to prepare for the Master's Forum by reflecting upon the Project's importance for other educators. Advisor-advisee meetings are required.

EDU 643 – Outcome I: **Pilot** for Proposal and send manuscript to the school district for approval to do research. Research may not begin until this permission is received.

EDU 644 – Outcome II: **Proposal** written by meeting regularly with research group and research advisor to complete literature review and to begin collecting data. A grade will be issued on progress toward this goal at the end of the Spring Semester.

EDU 645 – Outcome III: **Project** writing begins with the research group and research advisor meeting regularly to complete research and written work on the final written project. A grade will be issued on progress toward this goal at the end of the Spring Semester.

EDU 645 – Outcome III: **Project** writing is completed and prepared for binding. An oral presentation discussing the **Project** will also occur. The research group and research advisor will meet regularly to complete written work on the final written project and oral presentation. Prior to binding, the MED Program Director or designee will review the written work to approve its format for publication.

Outcome IV: **The Master's Forum** provides a public opportunity for formal reporting of results of the study. According to Sagor (1992), reporting the results of your study in as many venues as possible is an important piece of action research. The team should find many opportunities to express their findings and the importance to the educational community at large.

The last grade in EDU 645 is based on the quality of the final project and presentation at the **Master's Forum** at the end of the Summer Semester.

### **Organization of the Documents**

The text of the **Creative Research** documents are divided into sections and subsections and must be written according to CRP Guidelines provided by the Office of Graduate Studies in Education. **Please note, there are no chapters in these documents.** Questions concerning style not addressed by the CRP Guidelines should be referred to *The Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition).

Since the final project is built piece by piece in each semester, please note that the organization will change slightly as additions are made. Please refer to the organization list for each course (EDU 643, 644, 645).

*Insert a divider here.*

***EDU 643***

***SUMMER 2011***

***CREATIVE RESEARCH PILOT***

**EDU 643: The Pilot is evaluated and graded by the instructor of EDU 643.**

**TITLE PAGE**

*Separate Page - NOT included in the page numbering.  
Double-spaced and Centered Horizontally & Vertically  
The words "title page" do NOT appear on the page.*

**ABSTRACT**

*Separate Page. Not numbered in this draft. It gives the essence of the research study for those who review it for approval. In the beginning it should discuss the research subjects and procedures. This will be developed in the final project to include your findings.*

**Title of Project (beginning of Text)**

*In Title case, centered*

**Introduction**

*No introductory paragraph here*

**Statement of the Research Problem**

This section includes a clear and concise statement of the problem to be addressed in the project and a rationale for undertaking its study. It is essential that writers state their research problem clearly and succinctly.

**Rationale of the Study**

The rationale explains why the problem has been chosen. References in this section are limited, but may include summary reports or historical references which document the significance of the problem or help to develop the framework for the rationale.

**Research Questions**

In this section you should state 1-3 specific research questions that will provide the framework for the project. In deciding upon research questions or hypotheses (or both), it is important that the investigator ask, "What is it I really want to know from this study?" "What are the questions I most want answered?" The researcher needs to think about what would be required to answer each question. If there is little possibility of observing and measuring the variable(s) needed to answer each question or collecting the necessary information, the question should not be stated.

**Delimitations of the Study**

Delimitations of the study should establish the limits or parameters that the investigator chooses and controls. It is vital that the researcher establishes what to

include and not to include in the study. Examples are the populations to be studied and the variables of interest. **Control of researcher bias should also be addressed.**

### **Research Methods**

This section provides a clear description of the project design and the methodology to be used. All writing in this section should be scholarly and original. This section includes. . .

### **Description of Research Subjects**

The investigator(s) should describe the subjects examined or tested in the study. It should include such descriptors as who the subjects were, from where the subjects were selected, the subjects' mean age, grade in school, gender, etc.

### **Procedures**

Research procedures are clearly and concisely explained. The structure of the project and the kinds of research procedures to be followed are outlined. This would include the kinds of quantitative and qualitative instruments you utilize along with timeframes.

### **Time Line (Pilot and Proposal only, example follows)**

In the EDU 643 **Creative Research Pilot & EDU 644 Creative Research Proposal** you will set out a plan of action for completing the **Creative Research Project**. A well designed Time Line will guide the group and keep you involved throughout the program. It will also facilitate communication with your research advisor. This timeline is not included in the Final Project submitted in **EDU645 Creative Research Project**.

### **Sample Time Line**

*This will not be included in the final Creative Research Project.*

### **Time Line (Pilot and Proposal only)**

August	Group begins meeting with your advisor Meet with Parents to Discuss Research Project Gain Parent Permission
September – November	Begin to Gather Data
November – December	Complete Literature Review, Submit to advisor

February – May	Gather final data and begin data analysis Review SPSS by Appointment Write rough draft of findings Begin to consider conclusions
June – July	Complete refined findings, conclusions and begin discussion Complete the written Creative Research Project with advisor Master’s Forum

**Instrumentation**

The main concern here is the careful selection of instruments appropriate for the particular research problem. Sometimes this selection is made from commercially published instruments; at other times researchers must devise instruments of their own. Both the validity and reliability of the results from the instruments must be checked prior to using the instruments in the research project and reported in this section. *Note:* The source of all copyrighted materials must be identified and cited in the reference list.

**Treatment of Data**

The instruments described above will be used to assess the data gathered. The researchers must describe clearly how each instrument will be used to assess the data and relate that to how the questions will be answered.

**Use of Results**

As a result of this study, project how might the professional education community benefit? (This section will be replaced by Discussions in the final **EDU 645 Creative Research Project**.)

**Sample**

(For the *Pilot/Proposal* only)

**Use of Results**

The researchers will analyze the findings of the study in order to make recommendations for the implementation of multiple intelligence methods in the

future. If the correlation between student achievement and student attitude toward leaning is positive, the teachers will share their findings with the local school faculty.

**REFERENCES** (Cover Sheet)

**REFERENCES** (as required by instructor of EDU 643)

**APPENDIX(CES)** Cover Sheet

**Appendix A** (through all appendices included)

**Evaluation Form** (This is supplied by the instructor in EDU 643)

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***EDU 644***

***FALL 2011***

***CREATIVE RESEARCH PROPOSAL***

**EDU 644: Creative Research Proposal is evaluated and graded by the Research Advisor in the December grading period. The Literature Review is new material in EDU 644.**

### **TITLE PAGE**

*Separate Page - NOT included in the page numbering.  
Double-spaced and Centered Horizontally & Vertically  
The words "title page" do NOT appear on the page.*

### **ABSTRACT**

*Separate Page. Not numbered in this draft. It gives the essence of the research study for those who review it for approval. In the beginning it should discuss the research subjects and procedures.  
This will be developed in the final project to include your findings.*

### **Title of Project (beginning of Text)**

*In Title case, centered*

### **Introduction**

*No introductory paragraph here*

### **Statement of the Research Problem**

This section includes a clear and concise statement of the problem to be addressed in the project and a rationale for undertaking its study. It is essential that writers state their research problem clearly and succinctly.

### **Rationale of the Study**

The rationale explains why the problem has been chosen. References in this section are limited, but may include summary reports or historical references which document the significance of the problem or help to develop the framework for the rationale.

### **Research Questions**

In this section you should state 1-3 specific research questions that will provide the framework for the project. In deciding upon research questions or hypotheses (or both), it is important that the investigator ask, "What is it I really want to know from this study?" "What are the questions I most want answered?" The researcher needs to think about what would be required to answer each question. If there is little possibility of observing and measuring the variable(s) needed to answer each question or collecting the necessary information, the question should not be stated.

## Literature Review

(This section is new material in EDU 644. At this time, the Literature Review should be developed and contain at least 20-30 sources for the December submission. More sources may be added for the July submission.)

This section is a review of related literature reporting current research relevant to the research questions to be answered. The review of the literature lays the foundation for the *Creative Research Project*. Researchers use this section to support their ideas and assertions with the research and scholarly works of others. A comprehensive review of relevant research establishes the significance of the project. This section includes a comprehensive overview of the literature related to the problem and research questions or hypotheses. A rough guideline is that the literature review should be approximately one-third of the total length of the project. The *Proposal* (due December) should include a minimum of 20 to 30 sources and be approximately 11 to 12 pages in length. Historical studies that others base their research upon can be included if they are foundational to the topic. The completed literature review will be submitted to your advisor before the end of the Fall Term. *Most sources should be primary*. Sources can be downloaded from library online data bases. Use of other web sites must be approved by your advisor. As a general guideline, at least half the sources must come from the last five years.

## Delimitations of the Study

Delimitations of the study should establish the limits or parameters that the investigator chooses and controls. It is vital that the researcher establishes what to include and not to include in the study. Examples are the populations to be studied and the variables of interest. **Control of researcher bias should also be addressed.**

## Research Methods

This section provides a clear description of the project design and the methodology to be used. All writing in this section should be scholarly and original. This section includes. . .

### Description of Research Subjects

The investigator(s) should describe the subjects examined or tested in the study. It should include such descriptors as who the subjects were, from where the subjects were selected, the subjects' mean age, grade in school, gender, etc.

### Procedures

Research procedures are clearly and concisely explained. The structure of the project and the kinds of research procedures to be followed are outlined. This would

include the kinds of quantitative and qualitative instruments you utilize along with timeframes.

### **Time Line (Pilot and Proposal only)**

In the EDU 643 **Creative Research Pilot & EDU 644 Creative Research Proposal** you will set out a plan of action for completing the **Creative Research Project**. A well designed Time Line will guide the group and keep you involved throughout the program. It will also facilitate communication with your research advisor. This timeline is not included in the Final Project submitted in **EDU645 Creative Research Project**.

### **Instrumentation**

The main concern here is the careful selection of instruments appropriate for the particular research problem. Sometimes this selection is made from commercially published instruments; at other times researchers must devise instruments of their own. Both the validity and reliability of the results from the instruments must be checked prior to using the instruments in the research project and reported in this section. *Note:* The source of all copyrighted materials must be identified and cited in the reference list.

### **Treatment of Data**

The instruments described above will be used to assess the data gathered. The researchers must describe clearly how each instrument will be used to assess the data and relate that to how the questions will be answered.

### **Use of Results**

As a result of this study, project how might the professional education community benefit? (This section will be replaced by **Discussion** in the final **EDU 645 Creative Research Project**.)

### **REFERENCES** (Cover Sheet)

Center the word in all caps on the page preceding the reference list. Number consecutively.

### **REFERENCES**

### **APPENDIX(CES)** (Cover Sheet)

Center the word in all caps on the page preceding Appendix A. Number consecutively.

**Appendix A** (through all appendices included, centered at top of page)

**Title** (double space between Appendix and Title)

Requirements for the Appendices

- Fonts and margins must be consistent throughout the documents including Appendices.
- Include examples of the instruments to be used in collecting data.
- All permission to do research forms, as required by your school district, must be included.
- MCS no longer requires prior permission to do Action Research in your classroom as long as the teacher follows the Pilot as approved by the University. See Advisor for Shelby County Form.

### **Evaluation Form**

Students should complete a self-evaluation form (See Appendix I) at the end of the Proposal grading period. Advisors will sign off on its completion and assign a grade based upon content and graduate student dispositions.

## EDU 644 Student & Advisor's Evaluation Rubric (December)

Apply descriptions for each section of the items listed below. (These are in close alliance with the Checklist, with added sections for closer consideration of content, communication with others and writing.)

Exemplary (400-380)	Accomplished (379-340)	Developing (339-280)	Limited (279-below)
Format shows all items present without errors that detract from the CRP.	A few items are missing when needed or there are several errors that detract from the CRP.	The basic elements of the CRP are present, but attention to detail is still needed.	Paper has consistent errors in formatting and content.
Content of Proposal is ready to put into action. Project is ready for presentation.	Only a few inconsistencies in content remain. They do not detract from ability to do research or to present.	Ability to carry out research among the partners is limited. Clarity of presentation is in doubt.	Inconsistencies hinder research or presentation.
Writing Assessment Rubric should be used to score this section.			
References clearly follow CRP Guidelines and APA when necessary with NO errors.	References clearly follow CRP Guidelines and APA when necessary with few errors.	References attempt to follow CRP Guidelines and APA when necessary. Format errors evident.	References lack format and consistency throughout.
Appendices are present as outlined in the CRP Guidelines without error.	Most appendices follow the CRP Guidelines with a few minor errors.	Appendices are present but content is incomplete or formatting is incorrect.	Not all Appendices are present. Those present do not follow CRP Guidelines.
Communication with adviser has been on-time and consistent throughout the process. A positive attitude and equality of cooperative work between peers was consistent.	Communication with adviser has been on-time and consistent throughout the process. Positive attitude and cooperative work between peers most of the time.	Consistent communication failures with your adviser. Failure to meet as scheduled more than once. Lack of equal work among peers or other inconsistencies among peers.	Failure to communicate and follow directions of the adviser. Lack of communication and equality of work among peers.

### Full Grading Rubric

#### Format (60 pts)

- Use of *CRP GUIDELINES*
- Organization
- APA when needed
- 12 point font
- Writing follows Writing Assessment Rubric (40 pts)

#### Content (100 pts)

- The Research Problem
- Rationale
- Research Questions
- Literature Review (10 to 12 pages and 20 to 30 sources)
  - Current sources (Most sources within the last 5 years)
  - Relevant to topic
  - Flow
- Delimitations of the Study
  - Parameters chosen and controlled
  - Control of researcher bias
- Research Methods
  - Clear description of project
- Research Subjects
  - Descriptive of subjects who actually took place in the project
- Procedures
  - Clear structure of project
  - Type of research used
- Instrumentation
  - Instruments selected appropriate for project (validity and reliability)
  - Instruments present in Appendices
- Treatment of the Data
  - Outline treatment of data
  - Note copyrighted material
- References (50 pts)
  - 8 to 10 in Proposal, 20 to 30 in final Project mainly from peer reviewed educational journals
  - Majority current (2005 to present)
  - Limited use of Newspapers, popular magazine articles, or Websites not related to journals
- Appendices (50 pts)
  - Cover Page
  - Fonts
  - Title Page
  - Numbering

**Communication with Research Advisor (100)**

- Maintained contact and cooperative attitude with advisor
- Maintained contact and a cooperative attitude with your peers
- Assumed responsibility for learning the CRP Process

*Insert a divider here.*

**EDU 645**

**Spring and Summer 2012**

**CREATIVE RESEARCH PROJECT**

**EDU 645: Creative Research Project is due in May, 2012 and again in July before the Master's Forum.** The May submission must include at least the Findings and an updated Literature Review. The July submission must include Conclusions and Discussion as well as be ready to bind for the library. Begin to get students to organize their final submissions in this order in the spring. Signatures will be obtained after the final approval in the summer.

#### **STATEMENT OF PERMISSION TO USE**

*Separate Page - NOT included in the numbering.  
Use the form provided by Union University Graduate Office.  
Bring a copy on bond paper for the final review.  
Included ONLY in final Project.*

#### **TITLE PAGE**

*Separate Page - NOT included in the page numbering.  
Double-spaced and Centered Horizontally & Vertically  
The words "title page" do NOT appear on the page.*

#### **SIGNATURE PAGE**

*Separate Page - NOT included in the page numbering.  
Use the form provided by Union University Graduate Office  
Bring a copy on bond paper for each copy to be printed to the final review.  
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Included ONLY in final Project.*

#### **ACKNOWLEDGEMENTS**

*Separate Page - Page 1  
Included ONLY in final Project.*

#### **ABSTRACT**

*Separate Page - Page 2  
Corrected for the final Project.*

#### **TABLE OF CONTENTS**

*Separate Page - Page 3...  
Included ONLY in final Project.*

#### **Title of Project**

*In Title case, centered*

## **Introduction**

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### **Literature Review**

(Any additional literature found is added to the Literature Review at this time for a total of 25-35 sources. Remember APA requires the Literature Review to be done in past tense. Avoid passive voice.)

This section is a review of related literature reporting current research relevant to the research questions to be answered. The review of the literature lays the foundation for the *Creative Research Project*. Researchers use this section to support their ideas and assertions with the research and scholarly works of others. A comprehensive review of relevant research establishes the significance of the project. This section includes a comprehensive overview of the literature related to the problem and research questions or hypotheses. A rough guideline is that the literature review should be approximately one-third of the total length of the project. The *Proposal* (due December) should include a minimum of 20 to 30 sources and be approximately 11 to 12 pages in length. Historical studies that others base their research upon can be included if they are foundational to the topic. The completed literature review will be submitted to your advisor before the end of the Fall Term. *Most sources should be primary*. Sources can be downloaded from library online data bases. Use of other web sites must be approved by your advisor. As a general guideline, at least half the sources must come from the last five years.

## **Delimitations of the Study**

(Delimitations were predicted in the Pilot. They are updated to reflect actual delimitations during the course of the research.)

Delimitations of the study should establish the limits or parameters that the investigator chooses and controls. It is vital that the researcher establishes what to include and not to include in the study. Examples are the populations to be studied and the variables of interest. **Control of researcher bias should also be addressed.**

## **Research Methods**

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### **Treatment of Data**

The instruments described above will be used to assess the data gathered. The researchers must describe clearly how each instrument will be used to assess the data and relate that to how the questions will be answered.

## **Findings**

(Findings are drawn from data as soon as data collection is completed in the spring.)

This section reports and summarizes the findings of the study. It is here that the author(s) clearly communicates the findings of the project as they relate to specific research questions or hypotheses. The research questions or hypotheses should be used to organize the findings of the study.

## **Conclusions**

(Once individual findings are written, conclusions can be drawn by the group about the study. This can be done in the summer section of EDU 645.)

This section of the project pertains to the conclusions drawn from the investigation. The investigator(s) presents reasons for his/her findings. Conclusions regarding the data gathered should be explained in great detail and discussed.

## **Discussion**

**(Replaces Use of Results in the final paper)**

(When findings and conclusions are completed, the group will write the discussion as described below. This is part of the grade for EDU 645 in the summer.)

Since you are reflecting on the whole project, the discussion contains the most analytical, original thought. The research conducted in the Master of Education program is intended to have an immediate impact on specific problems or concerns in educational practice. It is appropriate to refer to previously cited literature that supports your study or suggests future actions. Thus, it is vital that a discussion of the implications be made relative to the importance of the findings. It is appropriate to refer to previously cited literature that supports your study or suggests future actions. In essence, this section is the "So what?" response of the study. Forming assumptions and speculating about the impact of the findings of the research project are appropriate for this section. Suggestions for change relative to educational practice may be recommended. Strategies for meeting the needs of the students in schools, for example, may be formulated. The implications may also serve to reaffirm current practice if the research supports findings and strategies currently in place. This is the point at which the researcher(s) should demonstrate the practical applications and anticipated outcomes of the research findings. It is here that great detail is made of the results of the project. With action research, the intention of the researcher(s) is to provide other educators specific, practical outcomes so that they can implement the project's findings. These outcomes may refer to implications of the project related to educational policies, practices and/or governance. They may also refer to recommendations for future projects/research and suggestions of strategies for

implementing the project at different grade levels with distinct groups or in divergent settings.

**REFERENCES (Cover Sheet)**

**REFERENCES** (minimum of 25 to 35 in final document)

**APPENDIX(CES) Cover Sheet**

**Appendix A** (through all appendices included)

**Evaluation Form**

Students and advisers should complete a self-evaluation form (See Appendix I) before presenting the paper for review by MED Program Director. The final grade in EDU 645 includes content of the research paper, student dispositions and the group score on the oral presentation at the Master’s Forum.

**Students and Adviser’s Evaluation Rubric (May and July)**

Creative Research Proposal/Project

Apply descriptions for each section of the items listed below. (These are in close alliance with the Checklist, with added sections for closer consideration of content, communication with others and writing.)

<b>Exemplary (400-380)</b>	<b>Accomplished (379-340)</b>	<b>Developing (339-280)</b>	<b>Limited (279-below)</b>
Format shows all items present without errors that detract from the CRP.	A few items are missing when needed or there are several errors that detract from the CRP.	The basic elements of the CRP are present, but attention to detail is still needed.	Paper has consistent errors in formatting and content.
Content of Proposal is ready to put into action. Project is ready for presentation.	Only a few inconsistencies in content remain. They do not detract from ability to do research or to present.	Ability to carry out research among the partners is limited. Clarity of presentation is in doubt.	Inconsistencies hinder research or presentation.
Writing Assessment Rubric should be used to score this section.			
References clearly follow CRP Guidelines and APA when necessary with NO errors.	References clearly follow CRP Guidelines and APA when necessary with few errors.	References attempt to follow CRP Guidelines and APA when necessary. Format errors evident.	References lack format and consistency throughout.
Appendices are present as outlined in the CRP Guidelines without	Most appendices follow the CRP Guidelines with a few	Appendices are present but content is incomplete or	Not all Appendices are present. Those present do not follow CRP

error.	minor errors.	formatting is incorrect.	Guidelines.
Communication with adviser has been on-time and consistent throughout the process. A positive attitude and equality of cooperative work between peers was consistent.	Communication with adviser has been on-time and consistent throughout the process. Positive attitude and cooperative work between peers most of the time.	Consistent communication failures with your adviser. Failure to meet as scheduled more than once. Lack of equal work among peers or other inconsistencies among peers.	Failure to communicate and follow directions of the adviser. Lack of communication and equality of work among peers.

### Full Grading Rubric

#### *Format (60 pts)*

- Use of *CRP GUIDELINES*
- Organization
- APA when needed
- 12 point font
- Writing follows Writing Assessment Rubric (40 pts)

#### *Content (100 pts)*

- The Research Problem
- Rationale
- Research Questions
- Literature Review (10 to 12 pages, 25 to 35 sources)
  - Current sources (Most sources within the last 5 years)
  - Relevant to topic
  - Flow
- Delimitations of the Study
  - Parameters chosen and controlled
  - Controlled for personal bias
- Research Methods
  - Clear description of project
- Research Subjects
  - Descriptive of subjects who actually took place in the project
- Procedures
  - Clear structure of project
  - Type of research used
- Instrumentation
  - Instruments selected appropriate for project (validity and reliability)
  - Instruments present in Appendices
- Treatment of the Data
  - Outline treatment of data
  - Note copyrighted material
- Findings
  - Each researcher used data to answer the research questions

- Organized by research questions
- Conclusions
  - Drew conclusions from the investigation by presenting reasons for the findings
- Discussion
 

Showed impact on specific problem or educational practice by:

  - Forming assumptions and speculating @ impact of the study
  - Make suggestions relative to change
  - Support for programs already in place or affirm current educational practice
  - Make practical suggestions so study can be implemented in another classroom
  - Make recommendations for future research
- References (50 pts)
  - 8 to 10 in Proposal, 20 to 30 in final Project mainly from peer reviewed educational journals
  - Majority current (2005 to present)
  - Limited use of Newspapers, popular magazine articles, or Websites not related to journals
- Appendices (50 pts)
  - Cover Page
  - Fonts
  - Title Page
  - Numbering

**Communication with Research Advisor (100)**

- Maintained contact and cooperative attitude with advisor
- Maintained contact and a cooperative attitude with your peers
- Assumed responsibility for learning the CRP Process

**Master's Forum (70)**

- Follows Rubric (see page 30)

**CHECKLIST FOR CREATIVE RESEARCH PROJECTS  
July 2012**

Self-check

**Format**

Margins 1 ½" left margin, 1" all others  
 Page number – upper right hand corner, 1 "down from the top  
 Font – 12 point  
 Laser quality print  
 Double spacing throughout, including reference page  
 References, those used in paper present in Reference list  
 Appendix Cover Sheet  
     Appendix by page; margins, font, page numbers

Final copy 25% cotton weight paper

**Sequence of Final Creative Research Project**

**STATEMENT OF PERMISSION TO USE** signed by all researchers

**TITLE PAGE**

**SIGNATURE PAGE**, approval signed by adviser and M.Ed. Director

**ACKNOWLEDGEMENTS**

**ABSTRACT**

**TABLE OF CONTENTS**

**Introduction**

**Statement of the Research Problem**

**Rationale of the Study**

**Research Questions**

**Literature Review**

**Delimitations of the Study**

**Research Methods**

**Description of Research Subjects**

**Procedures**

**Instrumentation**

**Treatment of Data**

**Findings**

**Conclusion**

**Discussion**

**REFERENCES**

**APPENDICES**

**Appendix A**

We have checked this paper and these elements are present in this order \_\_\_\_

Approved by the Advisor/Director \_\_\_\_\_

Bring Project Approval Sheet for signatures

Fill out binding information

Sign on 25% cotton weight paper

Printed on 25% cotton weight; burn 2 CDs

Bond copies, form and \$ due 2 days before the Master's Forum

## APPENDICES

## Appendix A

## MED BINDING FORM

PLEASE HAVE EACH GROUP PRINT THEIR NAMES AND THE EXACT TITLE OF THEIR PAPER. Then record the exact number of pages including the unnumbered pages. Total the number of personal copies needed for each paper. Return the summary sheet and the money to Dr. Easley in an envelope. This must be done by the due date in May. **EXTENSIVE APPENDICES WILL NOT BE ACCEPTED UNDER ANY CONDITIONS.**

Group Members/Advisor	Title	Total # of pgs	Dept CDs	Library \$15 per group	Personal \$15 per individual copy	Total copies	Office use
			2	1			

Appendix B  
**MASTER'S FORUM RESEARCH PRESENTATION**

Group Members \_\_\_\_\_

---

1. Why was this topic chosen?

Adequately								Poorly
Related	5	4	3	2	1	0		Related

2 Highlights from the Review of Literature

Was the Literature Context of the Study Given?

Adequately								Poorly
Related	10	8	6	4	2	0		Related

Were the Sources Cited?

Sources								No Sources
Well Cited	5	4	3	2	1	0		Cited

3. Were the Research Procedures Adequately Described?

Adequately								Poorly
Described	15	12	9	6	3	0		Described

4. Were the Findings Clearly Presented?

Clearly								Not Clearly
Presented	15	12	9	6	3	0		Presented

5. Were the Conclusions Given?

Were They Clearly Based in the Findings?

Yes								No
	10	8	6	4	2	0		

6. Implications: How will the Results of the Study be Used?

Adequately								Poorly
Related	10	8	6	4	2	0		Related

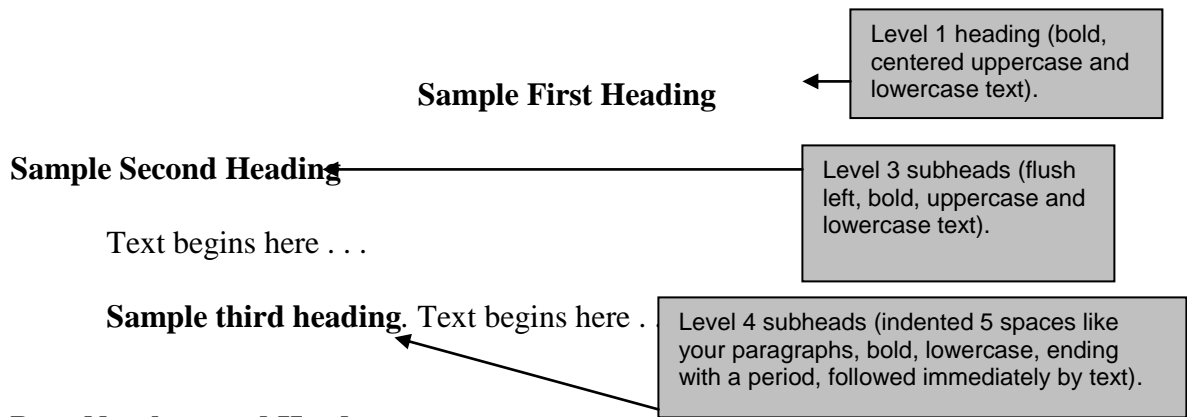
TOTAL SCORE \_\_\_\_\_

## Appendix C

## UNION UNIVERSITY – STYLE ELEMENTS

**Headings**

For most work in the Creative Research Project, three levels of headings are sufficient.

**Page Numbers and Headers**

The numbering for each page will be in the *upper right hand corner one inch down from the top of the page*. Use the auto set feature of Microsoft Word in the heading and lower the number until the top of the number is one inch from the top of the page. Number, using Arabic numerals must be consecutive and begin with the acknowledgments page and end with the appendices. No numbering is required for the permission to use, title page or signature page. **Do not** use running headers at the top of each page.

**References**

Examples of the most commonly used references are included in the following pages. The official version of APA StyleWriter 5.0 is available on the computers in all labs. Learning to enter references in that software program saves time and many corrections.

**Tables and Figures**

Generally, tables are used to display numbers, and figures are used to display graphics. Tables are more likely to be used in your **Creative Research Project**.

[http://www.du.edu/psychology/undergraduate/APA\\_Mini-manual.pdf](http://www.du.edu/psychology/undergraduate/APA_Mini-manual.pdf)

The table below is reproduced from the APA Manual (p. 129). Number tables with Arabic numbers. Note spacing (all double), italics, capitalization (in title, capitalize all major words, but for headings and captions, only the first word and proper nouns), and use of horizontal lines.

## Spacing

2 double spaces before and after a Table or a Figure

**Table 5.1. Basic Components of a Table**

table number → Table X

table title → Numbers of Children With and Without Proof of Parental Citizenship

column spanner: heading that identifies the entries in two or more columns in the body of the table

decked heads: heading that is stacked, often to avoid repetition of words in column headings

stub head: heading that identifies the entries in leftmost column

table spanner: heading that covers the entire width of the body of the table, allowing for further divisions

column heads: heading that identifies the entries in just one column in the body of the table

Grade	Girls		Boys	
	With	Without	With	Without
Wave 1				
3	280	240	281	232
4	297	251	290	264
5	301	260	306	221
Total	878	751	877	717
Wave 2				
3	201	189	210	199
4	214	194	236	210
5	221	216	239	213
Total	636	599	685	622

stub or stub column: leftmost column of the table; usually lists the major independent or predictor variables

cell: point of intersection between a row and a column

table body: rows of cells containing primary data of the table

table note: three types of notes can be placed below the table, which can eliminate repetition from the body of the table

Note. General notes to a table appear here, including definitions of abbreviations (see section 5.16).  
<sup>a</sup>A specific note appears on a separate line below any general notes; subsequent specific notes are run in (see section 5.16).  
<sup>\*</sup>A probability note (*p* value) appears on a separate line below any specific notes; subsequent probability notes are run in (see section 5.16 for more details on content).

## FIGURES

- Label with letters and numbers large enough to be clear when reduced for the journal.
- Put the legend within the dimensions of the graph.
- Use symbols and bar codes that make the groups or conditions easy to differentiate.
- Do NOT type in the actual values on the graph. Values on the ordinal should allow the reader to interpret the level of scores.

- Do NOT put the figure caption on the same page as the figure. Type all captions on a separate page labeled Figure Caption.
- Do NOT create three-dimensional figures, and do not use line drawings for discontinuous groups or conditions--use bar diagrams. See pages 151-160 for examples.

### Statistical Terms

dependent *t*-tests

$$t(60) = 1.99, p < .05$$

Pearson's *r*

The word **data** is followed by a plural verb  
 CORRECT: The data **are** . . . The data **were** analyzed . . .  
 MISUSE: The data is . . . The data reveals . . .

### Quotations

Quotations are appropriate to support your points throughout the research. Short direct quotations of 40 words or less should be incorporated into the text and enclosed by quotation marks. The reference should follow in parenthesis and must include a page number. The reference is followed by the period. When citing electronic sources that do not provide page numbers, use either the paragraph symbol or the abbreviation *para*. Refer to *APA* page 120.

For example: Short Quote Example.

. . . There is a “rich get richer and the poor get poorer phenomenon that has early and efficient acquisition of reading skills yielding faster rates of growth not only in reading achievement but other cognitive skills as well” (Cunningham & Stanovich, 2003, p. 35). If the quotation occurs mid-sentence, then end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Refer to *APA* page 120.

### Block Quotes

Quotations of **more than 40 words** must follow *APA* instructions for block quotes on page 92. For Union, the block quote should be *double spaced*.

Sagor asserted:

. . . that when we inquire for the purpose of initiating action, we are usually seeking information to help us understand and solve a problem (might be called ‘research *for* action’). When we actually monitor our work in order to

improve our performance, we are engaging in ‘research *in action*.’ Finally, our efforts to evaluate work that has been concluded might be called ‘research of action’. (1992, p. 8)

### **Ellipsis or Spaced Periods**

When omitting material from the original source, use three spaced periods (*ellipsis points*) within a sentence and use four points between two sentences. The ellipsis includes spaces between periods. For example, .space.space.space . . .

### ***Seriation, Lists***

It is preferred that graduate students write narrative explanations rather than including unexplained lists of information. If a list is pertinent, see *APA Manual 63, 64*.

### **Format**

Margins 1 1/2 left margin, 1” all others

Page number – upper right hand corner, 1 inch from top of page

Font – 12 point font

Laser quality print

Double spacing throughout; exceptions 2 line headings

Reference Cover Sheet

References, those used in paper present in Reference list, double space within and between references

Appendix Cover Sheet

Appendix by page; margins, font, page numbers

Edited for grammar, punctuation and content

## Appendix D

**Notes on Writing a Literature Reviews****What is a Literature Review?**

A literature review is a report of what has been published on a topic by accredited scholars and researchers. The review is designed to identify related research, which helps set an individual problem or issue in a conceptual and theoretical context. It is part of the introduction to an essay, research report, thesis or dissertation. In writing the literature review, your purpose is to express to the reader what knowledge, ideas, and controversies have been established on a topic in a logical format (which includes relevant theories and what the strengths and weaknesses of these arguments may be). As a piece of writing, the literature review is a piece of synthesized prose, which is defined by a guiding idea or problem. It, then, is not just a descriptive list of the materials available or a set of summaries.

Besides enlarging your knowledge about a topic, writing a literature review allows you to demonstrate skills in two areas:

1. Information seeking – scanning literature efficiently, using manual or computerized materials, and identifying a set of useful articles or books
2. Critical appraisal – applying the principals of analysis, in order to identify unbiased and valid studies.

A literature review must do the following:

1. be organized around your career and leadership goals (the thesis or research questions).
2. synthesize results into a summary of what is known and not know.
3. identify appropriate areas of all relevant theories (various viewpoints) in the literature.
4. lack the writer's personal opinion.
5. identify areas of controversy in the literature.
6. formulate questions that need further research.

**Ask yourself questions like these:**

- What is **the specific thesis, problem, or research question** that my literature review helps to define?
- What **type** of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a new procedure)? qualitative research (e.g. studies)?
- What is the **scope** of my literature review? What types of publications am I using (e.g. journals, books, government documents, popular media)? What discipline am I working in (e.g. nursing, psychology, sociology, medicine)?

- How good was my **information seeking**? Has my search been wide enough to ensure I've found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I've used appropriate for the length of my paper?
- Have I **critically analyzed** the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarizing items, do I assess them, discussing strengths and weaknesses?
- Have I cited and discussed studies **contrary** to my perspective?
- Will the reader find my literature review **relevant, appropriate, and useful**?

**Ask yourself questions like these about each book or article you include:**

- Has the author formulated a problem/issue?
- Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
- Could the problem have been approached more effectively from another perspective?
- What is the author's research orientation (e.g. interpretive, critical science, combination)?
- What is the author's theoretical framework (e.g. psychological, developmental, feminist)?
- Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?
- In a research study, how good are the basic components of the study design (e.g. population, intervention, outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?
- How does the author structure the argument? Can you "deconstruct" the flow of the argument to see whether or where it breaks down logically (e.g. in establishing cause-effect relationships)?
- In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?

- How does this book or article relate to the specific thesis or question I am developing?

### **Final Notes:**

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

## **Tools for Preparing Literature Reviews**

### **Web Search Engines: For a Quick Take On a Topic**

Well-known Web search engines rarely find much of the research literature on topics in the social sciences. *Alta Vista*, *Find*, *Google*, *HotBot*, *Metacrawler* and *Yahoo*, will find you thousands of sources on education, human resource development and other matters, but most of it will be from magazines, newspapers, and various organizations' own Web pages, rather than from research journals and dissertations, which are the main sources of research literature. This is because most of the journals and dissertations are not yet available publicly on the Web.

So why bother with them? Search engines are often useful at the very beginning of a search to get a quick view of a topic and at the very end to find contact information for experts whom you wish to contact about their on-going and just completed work. In addition, because the Web and the search engines are evolving rapidly, it is likely that search engines will become a better tool for locating research literature within the next couple of years.

To make the best use of Web search engines—to find what you need and avoid an avalanche of irrelevant hits—you should pick two or three search engines that are well suited to your needs and spend a few hours becoming moderately proficient with each. Each works somewhat differently, most importantly in respect to how you broaden or narrow a search.

The following will help you learn how to use search engines in a powerful and efficient manner.

It is best to select two or three general purpose search engines and learn how to use each well. The ones that have regularly received top rankings in the various tests over the last two year are:

- AltaVista – indexes substantial portion of the Web; has powerful search features.
- Excite – indexes modest portion of Web; delivers considerable news/business info.
- Google – claims to have indexed over a billion pages; is fast and offers good relevant hits.
- HotBot – indexes substantial portion of the Web; moderately powerful searching.
- Infoseek – indexes a small portion of the Web, but handles natural English queries.
- Lycos – indexes small portion of the Web.
- Metacrawler – performs an all-in-one searches of search engines like *Alta Vista* and *Lycos* and delivers good links to resources.
- Northern Light – indexes substantial portion of Web and some non-Web documents.
- Yahoo – indexes substantial portion of the Web, with human review of the appropriateness of each listed site in the directory.

#### A Tool for Organizing Key Points while Writing a Literature Review

Key point	Author	Author	Author
Leadership 21 <sup>st</sup> Century	Fry, 1996, p. 36		
Collegiality	Sergiovanni , 2001, p. 88	Jones, 2005. p. 16	Greenburg, 2005, para. 3

From an article, identify a relevant key point in the article that you might use. Mark the key point in your article. On the chart above add the author, yr and page or paragraph number (in an electronic text). This chart will help you see which authors agree and which authors disagree as well as help you find important quotes at different times of the process. It will also give you the page number if you need to use it in a direct quote.

An outline can be developed for writing your literature review as the list of key points develops from your readings. When you paraphrase an author or several authors, no page number is needed (APA, p. 207 – 214 and page 312 in Figure 5.1.).

When you use a direct quote you must use quotation marks and the author, year and page number. (APA, p. 117, 118, Figure p. 312 Block quote uses page number at the end of the quote and p. 213 for other uses.).

Use the direct quote if it can not be paraphrased and said with the same power. For example:

“Supervision is and always will be the key to the high instructional standards of America’s public schools” (Spears, 1953, p. 462).

## Literature Review

### Study Skills Defined

Schools across America have offered study skill classes for years. The purpose for teaching study skills was to teach students how to learn. "Learning how to study is learning how to learn" (Fry, 2005, p. 62). The development of study skills was a metacognitive approach to school. Through this learning process, there was a transcending cognition; in other words, the students thought about thinking and learned how to learn. Teachers believed that these study skills were important, but some felt unsure about what study skills were and how to teach them (Sedita, 2000). Various researchers have defined study skills as basic skills of learning (Sedita; Fry; & Bruster, 2006). According to Udziela (2000), even many state Department of Education and College Boards agreed that study skills should be included when speaking of basic skills. Cusimano (2001) defined study skills as life skills because their "acquisition affects life far beyond the classroom" (p. 15). The more adept a student is with reading, writing, speaking and study skills the more efficient and thorough he or she will be at getting a job of learning done (Sedita).

Fry (2002) and Udziela (2000) indicated that study skills could be categorized into various areas such as time management, test-taking preparation, and note-taking skills from lectures and texts. Yet they differed in important strategies to use. Fry classified classroom participation, library skills, library note taking, computer skills and writing papers as the strategies needed for student achievement. On the other hand, Udziela characterized study skills as test anxiety, study habits, reading comprehension, and vocabulary. These might even be categorized differently in the Middle School such as the AVID Program. (AVID, n.d.)

Number continuously throughout the appendices.

## Appendix E

A User Friendly Tour of the APA Manual - 6<sup>th</sup> Edition

Sample title for an appendix.

When you find something useful to you in the APA Manual, mark the page and also record it in the Table of Contents for future reference.

Talk with others using the APA Manual and record their findings. You never know when you may need them.

### StyleWriter 3.0

The Computer Labs have copies of a program called Style Writer 3.0. It has many helpful tips, but the most helpful is the reference template. You type in the correct information and it will produce a correctly formatted reference.

### Summary of Useful Information by Chapter

#### *Chapter 1*

This chapter presents the purpose and the how to of writing a research report. This includes information you have had in class or in advising. The section on Literature Review (p.16) would be something you need to read now. Other parts such as the Abstract (p.12-15) will be helpful at the end of the paper.

#### *Chapter 2*

This chapter reviews the basics of concise writing and gives examples of ways to avoid language bias. Everyone should learn to avoid bias in the paper and be careful to take precautions to protect the identity of school and students according to the law and policies of your school district.

#### *Chapter 3*

The editorial style to be used is discussed in detail in this chapter. *It is best to read this chapter carefully and mark those things that you do not intuitively know.*

For example:

How to type numbers (p.125)

Use of the levels of headings is an important skill to learn (p.113-115). Levels 1, 3 and 4 are the most commonly used.

Page 120 begins an explanation of how to cite sources in the text. Further examples are given beginning on p. 207.

Table and figure formats that will be used as you write your findings and conclusions are near the end of the chapter.

Details about appendices begin on p. 205.

#### *Chapter 4*

As you have already discovered, citing a reference correctly is challenging, especially since there are so many kinds of references. Note the purpose of a reference list – to help a reader retrieve the source you used for further information. Make sure that all sources used in your paper are included in the reference list. Examples of various forms of references are listed throughout the chapter. Read them! Mark them! An index of examples begins on p. 232. The numbers that follow the listing refer to examples that follow (beginning on p. 240). For ex, citation in a secondary work is explained on p. 247.

#### *Chapter 5*

This chapter reviews the format of an APA document (see Union's Format Guidelines as first source). Mark the information on seriation (lists), quotations and ellipsis points . . . on p. 292-293.

If you can't figure it out from the description or if you do better looking at an example, detailed examples begin on p. 306.

#### *Chapter 6*

This chapter deals mainly with journal publication, however, it is important to note the section on the ethics of publication beginning on p. 348-349.

Included for your convenience. Add others as you find them.

## Appendix F

### APA: List of Frequently Used Pages

217	Abbreviations
298	Abstract
205	Appendices
116	Arabic numerals for itemizing conclusions or procedural steps
120	Citation of sources
121	Citation of sources, end punctuation
293	Ellipsis points
100	Emphasis with <i>italics</i> , not bold
111-115, 289-290	Headings
291	Punctuation after parenthesis
292-293	Punctuation with quotations
117-121; 118	Quotation information, Block quotes
115, 116, 292	Seriation (Lists)
290-291	Spacing and punctuation
159, 173, 155	Tables; body, rules, citing
122 -127	Words expressed as numbers
306-320	Sample pages with illustrations
References	
232-239	Index to reference examples
207-214	Reference ex as cited in texts
215	Reference list in text
207	References in text, example
231, 278-281	Retrieved from Electronic source
209, 221, 223	No authors or Anonymous
249	Book, no author or editor
221-222	Anonymous works, pages
231	No author, Web citation
268-281	Electronically retrieved material
220-221	Same author, same year of publication
220-221	Same author, different year of publication
227	Italicized periodical and volume
228	Italicized title of non-periodical
227	Journal and magazine
217	n.d. (no date)
214	Personal communications
247	Secondary source
209	Group authors
213	Classic works such as the Bible
225	Editor of a book

*No Bold or Italics needed on an Appendix page. Margins must be maintained.*

## Appendix G

**Writing Assessment Rubric**

*The Writing Assessment Rubric will be used to evaluate writing at all stages of the research process.*

**Organization**

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Limited</b>
Paper, topic or assignment is clearly supported by an outline. Assignment completed correctly. Appropriate use of resources. Critical thinking apparent.	Adequate development of an outline or research to support topic. Assignment nearly completed correctly. Adequate use of resources. Critical thinking is average for graduate work.	Topic is not clear. Document is neither clear nor supported accurately by an outline or research. Assignment partially correct. Inappropriate organization negatively impacted the use of resources and the level of work.	An outline or research does not support document. Assignment does not follow guidelines correctly. Little to no preparation. Little to no organizational skills.

**Writing Style**

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Limited</b>
Correct use of grammar and punctuation. Above average use of vocabulary. Assignment has effective use of transition. Compliance with all APA guidelines.	Few errors (1 – 2) in grammar or punctuation. Average use of vocabulary and transition. Compliance with most APA guidelines.	Many errors (7 or fewer) with grammar and punctuation. Little transition or graduate level vocabulary used. Mistakes using APA guidelines or little use of APA guidelines.	Numerous (more than 7) errors in grammar and punctuation. Lacks the ability to produce professional, graduate level work. Does not comply with APA guidelines.

**Appearance**

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Limited</b>
Neat with no extraneous marks. Paper reflects personal pride in its presentation. Completely appropriate formatting used. Guidelines adhered to correctly. Superior, professional appearance.	Somewhat neat. Only a few weaknesses are evident. Acceptable formatting. Almost all guidelines correctly followed. Overall average appearance.	Several obvious imperfections. Very frequent typographical errors. Formatting and guidelines need major improvements. Overall appearance is below average.	Unacceptable graduate work. Unprofessional appearance. Guidelines not followed.

## Appendix H

EVALUATION OF RESEARCH ADVISOR  
FOR THE  
CREATIVE RESEARCH PROJECT  
MASTERS OF EDUCATION

Directions: Please briefly evaluate your research advisor's efforts in assisting you in completion of the Creative Research Project.

Advisor's Name: \_\_\_\_\_

1. Availability

2. Knowledge

3. Listening Skills

Other Comments

## Appendix I

**Collaborative Peer Evaluation  
Creative Research Proposal/Project**

For each of the following, complete the statement based upon your personal experiences when asked by your advisor.

I have contributed \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

during the last few weeks.

I wish we would change and do \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the research process, I have enjoyed \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please describe the manner in which the work on the CRP has been done this term.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please describe how you could improve the success of your group.

\_\_\_\_\_

\_\_\_\_\_

## Appendix J

EDU 644  
SUGGESTED ADVISING ACTIVITIES

By the end of EDU 644, you will have completed a polished literature review of 20 to 30 sources as outlined in the Guidelines. Once you receive permission to do research from your district, you will begin to gather data. Meetings with your group and your advisor will be regular throughout the semester. Your group will receive a grade in December for your activity during this period as outlined below.

\* Get a copy of your *corrected* pilot to your advisor by email ASAP after receiving it from your research professor.

1. Meet with your advisor as a large group.
2. Advisers lead in a get acquainted activity
3. Discuss your topics with your advisor.
4. Review the CRP Guidelines.

\*Your adviser will assign times for individual group meetings in the future.

BE SURE YOU DO THE FOLLOWING TASKS.

*Goal in Computer Lab related to the CRP:*

Learn to email articles home to yourself for review before printing.

Learn to create a file of articles for your research on the Union Server.

*Goal for the Library related to the CRP:*

Find 1 article related to your research topic.

Use StyleWriter 5.0 to create a reference for the articles selected.

Search for the following information in the *CRP Guidelines*. What you can not find there, find in the *APA Publication Manual*. Record the resource and the page numbers where you found the information. Check the CRP Guidelines first.

Find These:

Using numbers expressed as words.

Citing sources with direct quotations in text

Organizing your paper

Levels of headings within your paper

Adhering to the basic ethical principles that underlie all scholarly writing

Formatting quotations within the text of your paper

Formatting the title page

Structuring an introduction

Citing a work by multiple authors

Preparing a reference for a journal article retrieved from an electronic database such as Wilson Web found on Union's on-line databases

Using statistics in the text

Deciding whether to use a table or to present the information within the text

Reducing gender bias through the choice of nouns, pronouns, and adjectives

Format required for the margins of your paper

Formatting tables

Seriation (lists) in the text

Spacing after a period

Ellipsis or Spaced Periods

## Appendix K

## Grading Rubrics for EDU 644 and EDU 645

## Adviser's Evaluation Rubric (December, May and July)

## Creative Research Proposal/Project

Apply descriptions for each section of the items listed below. (These are in close alliance with the Checklist, with added sections for closer consideration of content, communication with others and writing.)

<b>Exemplary (400-380)</b>	<b>Accomplished (379-340)</b>	<b>Developing (339-280)</b>	<b>Limited (279-below)</b>
Format shows all items present without errors that detract from the CRP.	A few items are missing when needed or there are several errors that detract from the CRP.	The basic elements of the CRP are present, but attention to detail is still needed.	Paper has consistent errors in formatting and content.
Content of Proposal is ready to put into action. Project is ready for presentation.	Only a few inconsistencies in content remain. They do not detract from ability to do research or to present.	Ability to carry out research among the partners is limited. Clarity of presentation is in doubt.	Inconsistencies hinder research or presentation.
Writing Assessment Rubric should be used to score this section.			
References clearly follow CRP Guidelines and APA when necessary with NO errors.	References clearly follow CRP Guidelines and APA when necessary with few errors.	References attempt to follow CRP Guidelines and APA when necessary. Format errors evident.	References lack format and consistency throughout.
Appendices are present as outlined in the CRP Guidelines without error.	Most appendices follow the CRP Guidelines with a few minor errors.	Appendices are present but content is incomplete or formatting is incorrect.	Not all Appendices are present. Those present do not follow CRP Guidelines.
Communication with adviser has been on-time and consistent throughout the process. A positive attitude and equality of cooperative work between peers was consistent.	Communication with adviser has been on-time and consistent throughout the process. Positive attitude and cooperative work between peers most of the time.	Consistent communication failures with your adviser. Failure to meet as scheduled more than once. Lack of equal work among peers or other inconsistencies among peers.	Failure to communicate and follow directions of the adviser. Lack of communication and equality of work among peers.

## Appendix L

## Full Grading Rubric

*Format* (60 pts)

- Use of *CRP GUIDELINES*
- Organization
- APA when needed
- 12 point font
- Writing follows Writing Assessment Rubric (40 pts)

*Content* (100 pts)

- The Research Problem
- Rationale
- Research Questions
- Literature Review (10 to 12 pages)
  - Current sources (Most sources within the last 5 years)
  - Relevance to topic
  - Flow
- Delimitations of the Study
  - Parameters chosen and controlled
- Research Methods
  - Clear description of project
- Research Subjects
  - Descriptive
- Procedures
  - Clear structure of project
  - Type of research used
- Instrumentation
  - Instruments selected appropriate for project (validity and reliability)
  - Instruments present in Appendices
- Treatment of the Data
  - Outline treatment of data
  - Note copyrighted material
- Findings
  - Each researcher used data to answer the research questions
  - Organized by research questions
- Conclusions
  - Drew conclusions from the investigation by presenting reasons for the findings
- Discussion
 

Showed impact on specific problem or educational practice by:

  - Forming assumptions and speculating @ impact of the study
  - Make suggestions relative to change

- Support for programs already in place or affirm current educational practice
- Make practical suggestions so study can be implemented in another classroom
- Make recommendations for future research
- References (50 pts)
  - 8 to 10 in Proposal, 20 to 30 in final Project mainly from peer reviewed educational journals
  - Majority current (2005 to present)
  - Limited use of Newspapers, popular magazine articles, or Websites not related to journals
- Appendices (50 pts)
  - Cover Page
  - Fonts
  - Title Page
  - Numbering

**Communication with research advisor (100)**

- Maintained contact and cooperative attitude with advisor
- Maintained contact and a cooperative attitude with your peers
- Assumed responsibility for learning the CRP Process

Appendix M

**Sample Pages in Order**

**Issued by the**

**Union University Graduate Education Office**

**Union University**

**Master of Education Degree**

## STATEMENT OF PERMISSION TO USE

In presenting this Creative Research Project in partial fulfillment of the requirements for a Master of Education degree at Union University, I agree that the Library and Graduate Office shall make it available to borrowers under the rules of the Library and Graduate Office. Brief quotations from this project are allowable without special permission, provided the accurate acknowledgment of the source is made.

Permission for extensive quotation from or reproduction of this project may be granted by the Director of the Library or the Dean of the School of Education and Human Studies when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying of the material in this manuscript for financial gain shall not be allowed without my written permission.

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

July 2012

(Note: Each person who worked on the paper must sign this form.)

Perceptions and Experiences Pertaining to Mathematics Education  
and Their Relationship to Math Anxiety

Creative Research Project

Presented to

The Graduate Faculty of Union University

In Partial fulfillment

of the Requirements for the Degree

Master of Education

James L. Anderson

Lucy C. Doyle

Katherine P. Walker

July 2011

(Note: Title Page, equal space at top and bottom margin, double space between names)

Perceptions and Experiences Pertaining to Mathematics Education  
and Their Relationship to Math Anxiety

James L. Anderson

Lucy C. Doyle

Katherine P. Walker

Creative Research Project

Approved:

---

Dr.  
Research Advisor

---

Date: July 2012

Accepted:

---

Dr.  
Director of Master of Education Program

---

Date: July 2012

(Note: final Signature Page)

## ACKNOWLEDGEMENTS

(Page numbers begin here with 1 in the upper right hand corner.)

### ABSTRACT

*(Included in the Proposal with no page number.  
It is revised to include results for final Project and is page 2. An abstract includes,  
(1) purpose, (2) tells about the students and (3) includes the results.*

In America's schools today, motivating students to achieve in academic areas is often difficult. The researchers of this study, "The Relationship of Student Motivation and Achievement in Mathematics", investigated the connection between motivation and achievement of math students in the 1<sup>st</sup> and 2<sup>nd</sup> grades when a variety of instructional methods were used. These methods included the use of manipulatives, hands-on activities, calendar math and games. No statistically significant differences were found over the course of this six weeks study. However, an increase of student interest and participation was clearly evident from data recorded in teacher and student journals throughout the study. As a result of the study, researchers suggest teachers should incorporate these types of instructional methods to encourage motivation and achievement in mathematics.

(An abstract states the purpose of the study, describes the subjects, and summarizes findings in less than 120 words.)

## TABLE OF CONTENTS

*(Use table format to construct, you may NOT use dot leaders)*

Section	Page
Introduction	4
Statement of the Research Problem	4
Rationale of the Study	4
Research Questions	5
Literature Review	5
Delimitations of the Study	19
Research Methods	19
Description of Research Subjects	19
Procedures	20
Instrumentation	23
Treatment of the Data	24
Findings	25
Conclusions	28
Discussion	29
REFERENCES	32
APPENDICES	35
Appendix A	36
Appendix B	37

## REFERENCES

(Cover sheet for References, number continuously.)

## REFERENCES

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A great site for reference construction:

<http://owl.english.purdue.edu/owl/resource/560/01/>

## APPENDICES

(Cover Sheet for Appendixes, number continuously.)