

Student Handbook

Master of Education

University of Alaska Fairbanks

School of Education

2008-09

Revised September 2008

Table of Contents

Vision, Mission and Goals of the UAF School of Education.....	3-4
Disability Services.....	5
General University Requirements.....	6-7
M.Ed. Degree Options.....	8-12
Required Master of Education Paperwork:	
Staying Good Standing and Graduation Preparation.....	13-17
Committee Composition.....	14
Insert: Potential committee members.	15-16
Project/Thesis Description.....	18-19
Project/Thesis Proposal.....	20-27
Project/Thesis Requirement.....	28-36

Vision, Mission, and Goals of the University of Alaska Fairbanks School of Education

Vision

The **vision** of schooling in Alaska shared by the faculty of the UAF School of Education is of schools that function as an integral part of the community, and in which children, teachers, school administrators, school counselors, parents, elders, and other community members become interdependent. We share the vision that a highly qualified educator is one who not only has a deep understanding of academic and pedagogical knowledge, but also has a clear grasp of the cultural, environmental, and emotional context of the children for whom they share responsibility with the family and the community. We envision schools in which the cultural and linguistic backgrounds of the professional school staff reflect the diversity of the students in the community.

Mission

We focus our vision of schooling in Alaska through our **mission statement**, which undergoes regular review and revision based on faculty consensus. In a series of meetings in 2000 and 2001, and again in 2004, the faculty reviewed its mission in light of the revised mission of UAF and adopted the following:

1. To prepare professional educators who are culturally responsive effective practitioners
2. To conduct educational research relevant to Alaska and other areas of the Circumpolar North
3. To collaborate with and serve the rural and urban schools and communities of Alaska
4. To become an educational center for Alaska Native educators

Mission of the School of Education: **Preparing professional educators who are culturally responsive, effective practitioners.** Such educators exhibit specific professional characteristics. They:

1. Are highly qualified in their field of expertise,
2. Respond to the individual needs of the child,
3. Seek to develop the classroom as an inclusive community of learners,
4. Work collaboratively within the community of which the school is a part, and
5. Incorporate into the learning environment the varied cultures and languages that form the environment of Alaska's children.

We define the key terms in our mission statement as follows:

- **Professional:** educators who are fully functioning members of the education profession, and who feel connected to that profession even before they exit our programs.
- **Culturally responsive:** educators who have an understanding of and respect for the children, families, and communities they serve as professionals. They will know how to respond to their communities in ways that enable those communities to feel that their cultural and linguistic heritages are honored by their schools and integrated into the schools in the manner most likely

to result in the personal and academic success of the community's children.

· **Effective:** educators who develop goals for themselves and their students, and who are able to demonstrate that they and their students have attained the intended goals. We strive to help our candidates become professional educators who will have a lasting, positive impression upon the students, families, schools, and communities in which they serve.

Goals and Objectives

We situate our vision and mission in practice through goals and objectives, summarized in the following list.

1. Increase the number of qualified educators for Alaska's schools by:
 - providing licensure programs at undergraduate and graduate levels
 - providing education programs to place-bound educators in rural Alaska
 - recruiting Alaska Native candidates
 - aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
2. Enhance the professional skills of Alaska's K-12 educators by:
 - providing professional development opportunities throughout their careers
 - providing graduate degree programs statewide
 - developing partnerships with public schools
3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
 - respond to the needs and interests of youth, families, and communities
 - better serve Alaska's diverse populations
 - enhance learning opportunities for individuals with exceptionalities
4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support for:
 - the quality of Alaska's K-12 schools
 - the curriculum of the UAF School of Education
 - the preparation of educators who incorporate into the learning environment
 - the varied cultures and languages of Alaska

UAF Disability Services

<http://www.uaf.edu/disability/index.html>

Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.

UAF Office of Disability Services
612 N. Chandalar, PO Box 755590
University of Alaska Fairbanks
Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688 | E-mail: fydso@uaf.edu
A Division of Student and Enrollment Services (SES)

General University Requirements

To receive a graduate degree at UAF, you must apply and be admitted to a specific degree program and must later be advanced to candidacy for that degree and discipline major.

Catalog & Time Limit

You may elect to graduate under the degree requirements in effect in the first semester of your enrollment in your graduate degree program or the catalog in effect when you graduate. If you do not meet the continuous registration requirements, you will use either the catalog in effect during the semester of your reentry or the catalog in effect when you graduate. Furthermore, you waive the right to use the catalog in effect when you first entered your graduate program.

All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. All coursework listed on your advancement to candidacy form and all other degree requirements must be satisfactorily completed within seven years for a master's degree and ten years for a Ph.D.

Grade Point Average & Grade Requirements

You must have a cumulative GPA of 3.0 (B) to remain in good standing and to graduate. You must earn an A or B (no P grades) in 400 level courses: a C will be accepted in 600-level courses provided you maintain a B average.

Registration Requirement

As a graduate student, you must be registered for at least six graduate credits per year (fall, spring, summer). If you wish to temporarily suspend your studies, you should obtain an approved leave of absence (Appendix A). If you do not register or obtain a leave of absence, you will be dropped from graduate study and will have to be reinstated by your program before resuming graduate studies (\$50 fee - Appendix B). You must be registered for at least three graduate credits in the semester in which you receive your degree and you must apply for graduation in that semester.

Transfer Credit

You may apply post-baccalaureate degree credits earned at UAF toward a graduate degree only with approval of your graduate advisory committee, to a maximum of one-half of your degree requirements. Up to nine credits may be approved for transfer to UAF from another institution. Credits taken at the University of Alaska Anchorage and the University of Alaska Southeast are considered transfer credit.

Course Restrictions

You may not use credit by examination, audited courses, 500-level courses or courses taken under the credit/no credit option to fulfill the basic course requirements of any degree program. No more than six credits of special topic courses (693 or 695) or individual study (697) may be used toward a graduate degree. The Dean of the Graduate School must approve requests for exceptions to the limit.

Deficiencies

Your advisory committee may require that you correct certain deficiencies in your program. Your committee will determine how to remedy the deficiencies and the minimum level of performance required of you.

English Proficiency

You must be proficient in written and oral English. If deficiencies are apparent, your advisory committee will determine requirements to remove the deficiencies. Such requirements may not fulfill the language/research tool some departments require.

Master of Education (M.Ed.)

Students may earn a Master of Education in one of seven areas of specialization: Cross-Cultural Education, Curriculum and Instruction, Elementary Education, Secondary Education, Reading, Guidance and Counseling, or Language and Literacy. (Admissions to Language Education Endorsements suspended Fall 2006).

Admission Requirements

Applications will be reviewed on March 1 and Oct. 1 for admission in the following semester. Faculty may vote to admit, not admit or admit with stipulations. Stipulations are specified when additional development in particular areas is needed before beginning a graduate degree program.

Minimum requirements for admission to the M.Ed. program are:

1. Bachelor's degree and a 3.0 GPA.
2. One year of satisfactory teaching or administrative experience. Alternative experience may be accepted.

Complete the following application procedures for the UAF Graduate School:

1. Submit a graduate application form to the UAF Office of Admissions.
2. Submit scores on the general Graduate Record Examination (GRE) if undergraduate GPA is below 3.0.
3. Submit a 4-5 page essay which describes your career goals and educational philosophy, and how those goals and philosophy are relevant to the School of Education's mission and education graduate degree program.
4. Submit official transcripts.
5. Submit 3 letters of reference.
6. Submit a resume.

Degree requirements

Master of Education in Elementary Education

See M. Ed. in Elementary Education program flyer or contact Kelly Mendez
474-7981, ftksm@uaf.edu

Following completion of the year-long UAF, post-baccalaureate elementary licensure program, students can pursue a M.Ed. degree in elementary education if they choose to do so. Thirteen specified graduate credits from the elementary licensure program can be used to meet the M.Ed. elementary education requirements. Courses are available through UAF by distance delivery and on the Fairbanks campus. Students can enroll in courses throughout the year. Licensure and the master's degree requirements must be met within seven years of the beginning of the program.

Students who have completed undergraduate courses 110, 201, 330, 410 and EDSE 482 as part of their licensure program must complete additional graduate level course work to receive a master's degree. Please contact the School of Education Student Services Office for additional information.

Program Requirements

1. Complete the general university requirements.
2. Complete M.Ed. degree requirements.
3. Complete the admission requirements for the graduate-level elementary post-baccalaureate licensure program.
4. Complete the following course requirements:
 - ED 624--Foundations of Education in Alaska: From Segregation to Standards--3 credits
 - ED 625--Exceptional Learners and Child Development: Individual and Cultural Characteristics--3 credits
 - ED 626--Teaching Reading, Writing, and Language Arts--3 credits
 - ED 678--Mathematics Methods and Curriculum Development--2 credits
 - ED 688--Science Methods and Curriculum Development--2 credits
 - ED 601--Introduction to Applied Social Science Research (3)
 - Or CCS 601--Documenting Indigenous Knowledge Systems--3 credits
 - ED/CCS 603--Field Study Research Methods--3 credits
 - ED 698--Research (6)
 - Or ED 699--Thesis--6 credits
5. Complete two graduate-level elective courses approved by candidate's graduate committee--6 credits
6. Minimum credits required—30

Master of Education in Secondary Education

See M. Ed. in Secondary Education Program flyer or contact Karen Eiler
474-6180, fnkje@uaf.edu

Following the completion of the year-long UAF secondary post-baccalaureate licensure program, students can pursue an M.Ed. degree in secondary education. Courses are available through UAF by distance-delivery and on the Fairbanks campus. Licensure and the master's degree requirements must be met within seven years of the beginning of the program.

Program Requirements

1. Complete the general university requirements.
2. Complete the M.Ed. degree requirements.
3. Complete the admission requirements for the graduate-level secondary post-baccalaureate licensure program.
4. Complete the following course requirements:
 - EDSC 614--Learning, Development and Special Needs Instructions--3 credits
 - EDSC 631--Secondary Instruction and Assessment in the Content Area (3)
 - Or EDSC 632--English/Language Arts Secondary Instruction and Assessment (3)
 - Or EDSC 633--Mathematics Secondary Instruction and Assessment (3)
 - Or EDSC 634--Science Secondary Instruction and Assessment (3)
 - Or EDSC 635--Social Studies Secondary Instruction and Assessment (3)
 - Or EDSC 636--Art Secondary Instruction and Assessment--3 credits
 - EDSC 642--Portfolio Preparation: Integrating Theory and Practice--3 credits

- EDSC 657--Multicultural Education and School-Community Relations--3 credits
 - EDSC 658--Classroom Organization and Management--3 credits
 - CCS 601--Documenting Indigenous Knowledge Systems (3)
 - Or ED 601--Introduction to Applied Social Science Research--3 credits
 - ED/CCS 603--Field Study Research Methods--3 credits
 - ED 698--Research (6)
 - Or ED 699--Thesis--6 credits
 - 5. Complete one graduate-level elective course approved by candidate's graduate committee--3 credits
- Minimum credits required--30

Master of Education in Cross Cultural Education

Program Requirements

1. Complete the general university requirements.
2. Complete M.Ed. degree requirements.
3. Complete the admission requirements for the Master of Education Degree.
4. Complete the following course requirements:
 - ED 601--Introduction to Applied Social Science Research (3)
 - Or CCS 601--Documenting Indigenous Knowledge Systems--3 credits
 - ED/CCS 603--Field Study Research Methods--3 credits
 - ED 698--Research (6)
 - Or ED 699--Thesis--6 credits
5. Complete one of the following cross-cultural foundations with Focus on Alaska Context Courses:
 - ED/CCS 610--Education and Cultural Processes--3 credits
 - ED/CCS 611--Culture, Cognition and Knowledge Acquisition--3 credits
 - ED 616--Education and Socioeconomic Change--3 credits
 - ED 620--Language, Literacy and Learning--3 credits
 - ED/LING 621--Cultural Aspects of Language Acquisition--3 credits
 - ED 631--Small Schools Curriculum Design--3 credits
 - ED 669--Reading Language and Culture--3 credits
6. Complete at least 15 credits of approved electives in cross-cultural education in consultation with the student's graduate advisory committee--15
7. Minimum credits required--30

Master of Education in Curriculum and Instruction

Program Requirements

1. Complete the general university requirements.
2. Complete M.Ed. degree requirements.
3. Complete the admissions requirements for the Master of Education degree.
4. Complete the following course requirements:

ED 601--Introduction to Applied Social Science Research--3 credits
ED/CCS 603--Field Study Research Methods--3 credits
ED 612--Foundations of Education--3 credits
ED 630--Curriculum Development--3 credits
ED 659--Multimedia Tools for Teachers--3 credits
ED 686--Assessment and Testing in K-12 School--3 credits
ED 698--Research (6)

Or ED 699--Thesis--6 credits

5. Complete one of the following cross-cultural foundations with focus on Alaska context courses:

ED/CCS 610--Education and Cultural Processes--3 credits
ED/CCS 611--Culture, Cognition and Knowledge Acquisition--3 credits
ED 616--Education and Socioeconomic Change--3 credits
ED 620--Language, Literacy and Learning--3 credits
ED/LING 621--Cultural Aspects of Language Acquisition--3 credits
ED 631--Small Schools Curriculum Design--3 credits
ED 669--Reading Language and Culture--3 credits

6. Complete one 600-level education elective course--3 credits

7. Minimum credits required--30

Master of Education in Reading

See M. Ed. in Reading program flyer or contact Jane Monahan
474-5362, fnjmm1@uaf.edu

Program Requirements

1. Complete the general university requirements.
2. Complete M.Ed. degree requirements.
3. Complete the admission requirements for the Master of Education Degree.
4. Complete the following admission requirements:
 5. Current elementary, secondary or K-12 teaching certificate.
 6. At least one year of teaching experience.
 7. Access to school/class for internship practicum (as demonstrated by letter of support from one or more schools).
8. Complete the following course requirements:

ED 669--Reading, Language and Culture--3 credits
ED 601--Introduction to Applied Social Science Research--3 credits
ED 603--Field Study Research Methods--3 credits
ED 670--Developing Reading and Literacy: ECE-12--3 credits
ED 671--Reading and Cognition--3 credits
ED 672--Literature and Reading: Supporting Readers at All Levels--3 credits
ED 673--Reading and Literacy in the Content Area--3 credits
ED 683--Instruction and Assessment in Reading I--3 credits
ED 684--Instruction and Assessment in Reading II--3 credits
ED 698--Research (6)

or ED 699--Thesis (6)--6 credits
Minimum credits required—33

K-12 Reading Endorsement Only

1. Complete the following admission requirements:
 - a. Application to the K-12 reading endorsement only program follows the same admission requirements and procedures as for the M.Ed. in reading.
 - b. People who currently hold master's degrees in education may apply.
2. Complete the following K-12 reading endorsement courses:
 - ED 669--Reading, Language and Culture--3 credits
 - ED 670--Developing Reading and Literacy: ECE-12--3 credits
 - ED 671--Reading and Cognition--3 credits
 - ED 672--Literature and Reading: Supporting Readers at All Levels--3 credits
 - ED 673--Reading and Literacy in the Content Area--3 credits
 - ED 683--Instruction and Assessment in Reading I--3 credits
 - ED 684--Instruction and Assessment in Reading II--3 credits
 - ED 698--Research--3 credits
3. Minimum credits required--24

Master of Education in Language and Literacy

Program Requirements

1. Complete the general university requirements.
2. Complete M.Ed. degree requirements.
3. Complete the admission requirements for the Master of Education degree.
4. Complete the following:
 - ED F601—Introduction to Applied Social Science Research (3)
or CCS F601—Documenting Indigenous Knowledge Systems—3 credits
 - ED/CCS F603—Field Study Research Methods—3 credits
 - ED F698—Research (6)
or ED F699—Thesis—6 credits
5. Complete one of the following cross-cultural foundations with Focus on Alaska Context Courses:
 - ED/CCS F610—Education and Cultural Processes—3 credits
 - ED/CCS F611—Culture, Cognition and Knowledge Acquisition—3 credits
 - ED F616—Education and Socioeconomic Change—3 credits
 - ED F620—Language, Literacy and Learning—3 credits
 - ED/LING F621—Cultural Aspects of Language Acquisition—3 credits
 - ED F631—Small Schools Curriculum Design—3 credits
 - ED F669—Reading Language and Culture—3 credits
6. Complete at least 15 credits of approved electives in language and literacy in consultation with the student's graduate advisory committee—15 credits
7. Minimum credits required—30 credits

Required Graduate Student Paperwork (described on following pages)

Document	Due Date	Initiated by
Graduate Advisory Committee Form (#2)	By second semester in graduate program	Student
Graduate Study Plan (#3)	By second semester in graduate program	Student
Annual Report of Advisory Committee (#4)	Every May (regardless of admission semester)	Student
Leave of Absence (#14)	One semester prior to the semester student will be on leave	Student
Research Proposal (form not on GS Page)	Before registering for ED 698 or ED 699	Student
Advancement to Candidacy—Masters (#10)	One semester prior to graduation	Student
Application for Graduation (#13)	First month of student's graduation semester	Student
Graduate Student Petition Form (#12)	At any time during student's program, used to request exceptions to degree requirements, time limits, etc.	Student
Report on Examination (#5) (for M. Ed. students this is signed when the literature review for the project/thesis is complete—generally signed at student's project/thesis defense)	Graduation semester	Graduate Advisor
Report on Project/Thesis (#6 or #19) Signed by committee at Project/Thesis defense	Graduation semester	Graduate Advisor
Change of Grade Forms for incomplete or deferred grades	Incomplete—within on year Deferred, usually for research and thesis credits—graduation semester	Student submits work to instructor. Instructor signs Change of Grade form Graduate Advisor or instructor will prepare and submit form

Numbers (#'s) refer to the form number on the graduate school web page. Please download forms from this site to guarantee the most current form is being utilized.
<http://www.uaf.edu/gradsch/students/current/forms.html>

**Required Graduate Student Paperwork:
Staying in Good Standing and Preparing for Graduation**

Graduate Advisory Committee

Committee composition – Master’s Degree

Students must discuss the composition of their graduate committee with their advisor and should have a committee in place by the end of their second semester. There must be at least 3 members on each graduate committee composed of the following:

Member 1 - Chair: must be a doctorate level, full-time faculty member who has at least a joint appointment in the School of Education

Member 2: must be at least a master’s level, full-time faculty member but does not necessarily have to be a member of the School of Education

Member 3: must be at least a master’s level individual who has significant experience or expertise in the requisite field; they do not have to be affiliated with the university, but if they are not a member of the university they need to be approved by the department chair. Please provide resume.

**Potential graduate advisory committee members on
following pages.**

Faculty Member (chair)	Email address	Area of Expertise
CAROL BARNHARDT	ffcab@uaf.edu	<ul style="list-style-type: none"> • Cross Cultural Education • Curriculum and Instruction • Rural Education • History of Alaska Education
RAY BARNHARDT	ffrjb@uaf.edu	<ul style="list-style-type: none"> • Cross Cultural Education • Alaska studies
RICHARD BURMEISTER	nfrab@uaf.edu	<ul style="list-style-type: none"> • Art • Rural education • Cross Cultural Education • Elementary/Secondary Ed.
Maureen Hogan	ffmph@uaf.edu	<ul style="list-style-type: none"> • Language and Literacy • Cross-cultural education • Gender and education • Critical literacy • Youth and popular culture • Feminist policy analysis • Qualitative methods • Media literacy
UTE KADEN	ute.kaden@uaf.edu	<ul style="list-style-type: none"> • Secondary Education • Science Education
BETH LEONARD	ffbri@uaf.edu	<ul style="list-style-type: none"> • Elementary education • Alaska Native/Cross-cultural education • Athabascan Oral Traditions • Indigenous education and language revitalization
ERIC MADSEN	ffecml@uaf.edu	<ul style="list-style-type: none"> • Elementary/Secondary Ed. • Rural Alaska education • Alaska educational policy • Cross cultural education
PATRICK MARLOW	ffpem@uaf.edu	<ul style="list-style-type: none"> • Language and Literacy • Native language endorsement
ALLAN MOROTTI	ffaaml@uaf.edu	<ul style="list-style-type: none"> • Counseling
Anthony Rickard	ffadr@uaf.edu	<ul style="list-style-type: none"> • Curriculum and Instruction • Math education
Susan Renes	ffslr@uaf.edu	<ul style="list-style-type: none"> • Community Counseling
Melissa Rickey	ffmjr@uaf.edu	<ul style="list-style-type: none"> • Reading and literacy
Tony Strange	ffats@uaf.edu	<ul style="list-style-type: none"> • Counseling

FACULTY MEMBER (CO-CHAIR OR MEMBER)	Email address	Area of Expertise
ANNE ARMSTRONG	ffaba@uaf.edu	<ul style="list-style-type: none"> • English • Social Science • Secondary Education
TERRI AUSTIN	tda@ptialaska.net	<ul style="list-style-type: none"> • Reading and literacy
MAIDA BUCKLEY	ffmb1@uaf.edu	<ul style="list-style-type: none"> • Social Studies • Secondary Education
PATT CALDWELL	ffpsc@uaf.edu	<ul style="list-style-type: none"> • Curriculum and Instruction • Elementary education
JOHN CARLSON	jcarlson@northstar.k12.ak.us	<ul style="list-style-type: none"> • Curriculum and Instruction • Place based education
GAIL CHAGNON	ffgmc@uaf.edu	<ul style="list-style-type: none"> • Science • Secondary Education
CHRISTINE COOK	ffcrc@uaf.edu	<ul style="list-style-type: none"> • Counseling
BJ Craig	ffbjc2@uaf.edu	<ul style="list-style-type: none"> • English • Secondary Education
Cindy Fabbri	ffcf@uaf.edu	<ul style="list-style-type: none"> • Curriculum and Instruction • Science and math
JOAN HORNIG	ffjeh@uaf.edu	<ul style="list-style-type: none"> • Reading, art, music, drama • Rural/cross-cultural
DIANE KARDASH	fndlk@uaf.edu	<ul style="list-style-type: none"> • Reading/Writing • Projects related to language arts
AMY KENASTON	ffak@uaf.edu	<ul style="list-style-type: none"> • Standards based assessment • Understanding by design • Curriculum development • Rural/cross-cultural
Larry Meath	fflwm@uaf.edu	<ul style="list-style-type: none"> • English • Secondary Education
Diane Noble	ffdmn@uaf.edu	<ul style="list-style-type: none"> • Curriculum and Instruction • Secondary education
Don Peterson	ffdpt@uaf.edu	<ul style="list-style-type: none"> • Technology
Roy Roehl	ffrfr@uaf.edu	<ul style="list-style-type: none"> • Technology • Math education

Graduate Study Plan

You must file a Graduate Study Plan (GSP) with the Graduate School before the end of your second semester in a UAF graduate degree program. The GSP outlines the curriculum of study and a timetable to be followed by the graduate student in meeting graduate degree requirements. The GSP is prepared by the student in consultation with the advisory committee, and serves as a working agreement of mutual expectations between the student and the faculty committee. The GSP not only contains the specific degree requirements, but also indicates the mechanism for fulfilling those requirements (i.e., coursework, examinations, readings, internships, other supervised experience) and a projected timetable for completing the various requirements.

Annual Report of Graduate Advisory Committee (Due each May)

Students must submit a summary of their progress on their Graduate Study Plan (GSP) to their committee at the end of each academic year. Any changes related to the timely completion of their program should be noted in this report.

Advancement to Candidacy

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. You should submit your application for advancement to candidacy at least one semester before you are awarded your degree.

Admission to graduate study does not imply advancement to candidacy for a degree. Your graduate advisory committee has the option of refusing to recommend you to candidacy.

Application for Graduation

You must be registered for at least three graduate credits in the semester in which you receive your degree. An application for graduation (Appendix F) and non-refundable fee must be filed with the Office of the Registrar at the beginning of the semester in which you plan to graduate. Applications for graduation filed after the deadline date will be processed for graduation the following semester. You need not have all requirements met before you apply for graduation; this is an indication that you are planning to finish during that semester.

Diplomas and Commencement

UAF issues diplomas to graduates three times a year: in September following the summer session; in January at the close of the fall semester; and in May at the end of the spring semester. All students who complete degree requirements during the academic year are invited to participate in the annual May commencement ceremony. You are responsible for ordering your cap and gown through the UAF bookstore in early spring. Master's students also must order hoods; your school or college determines the color of the hood.

Research Project/Thesis Description

All students are required to complete a thesis or a research project. Students completing a research project will register for 6 credits of ED 698, Research. Students completing a thesis will register for 6 credits of ED 699, Thesis.

What are the similarities between a Thesis and a Project?

- Both are based on a question, topic or issue in education
- Both require a sound theoretical base and a review of the literature that pertains to the research question
- Both are based on sound research methods/procedures that require high levels of reading, critical thinking and synthesizing which supports the inquirer's analysis and interpretation and /or application of the findings.

What are the differences between a Thesis and a Project?

- A thesis is an original piece of research in which the inquirer collects, analyzes and interprets original data in the field.
- A project is an original piece of research in which the inquirer translates what he/she has studied and synthesized into an application product (curriculum, program, film, handbook, etc.) for use in a professional or educational setting.

Following are the components of both the thesis and the project

Thesis

Introduction
Rationale
Review of Literature
Methodology
Results
Discussion
Conclusion

Project

Introduction
Rationale
Review of Literature
Application for the Field (Application Product)
Discussion
Conclusion
Final Reflection

Note: Many areas can be embedded within other sections; e.g., the rationale can be included in the introduction, or selected studies from your review of literature might come up again in the discussion, conclusion or reflection sections.

Process from proposal to defense and graduation

Students must meet with their Graduate Advisory Committee during the semester **prior** to the start of ED 698 or 699. At this time, the student should discuss their intended topic with their committee and submit a **research proposal**. The proposal must be submitted and approved

before the student can enroll in Research/Thesis credits. See Research Proposal Guidelines (pages 17-24).

Students work independently conducting their research and writing their project or thesis with the guidance of their committee. During this time students will be registered for ED 698, Research or ED 699, Thesis.

At the completion of the project or thesis, students will schedule the defense by contacting each committee member to find an agreeable time. THEN students contact the graduate advisor (Jane) to set up a meeting location and audio conference if needed.

Once a student has defended the project/thesis he or she is not guaranteed that the project/thesis will be passed and that the process is complete. The committee may make recommendations for the project/thesis that must be completed by the date the final changes are due. If the changes are not made by the date required, the student's grade will be deferred.

The student must be enrolled in 3 credits during their final semester in order to graduate. Therefore, if a student receives a deferred grade on their project/thesis, he or she must enroll in at least 3 credits during the semester they intend to graduate. For example, if a student's project/thesis receives a deferred grade in the fall semester, the student must register for 3 credits (they may take 698/699 again, or chose another class—both options require instructor approval) in the spring semester if they plan to graduate.

Master of Education Thesis/Project Proposal Guide UAF School of Education

Organization of the Proposal

Advisors may have specific preferences for organizing the proposal (and the research thesis/project paper) and you should work with your advisor to select a format that is preferable.

Here is how the *thesis proposal* is usually organized (Note these are not chapters, they are sections of the thesis):

- I. **Introduction/Statement of Focus or Problem/Research Question(s)**
- II. **Rationale**
- III. **Theoretical Framework/Literature Review (minimum of ten resources)**
- IV. **Statement of Bias**
- V. **Methods (Research Design, Data Collection, Data Analysis)**
- VI. **Findings/Results**
- VII. **Conclusions/Discussion (may come back to statement of bias)**
- VIII. **References**

Here is how the *project proposal* is usually organized (Note these are not chapters, they are sections of the project):

- I. **Introduction/Statement of Focus or Problem/Research Question(s)**
- II. **Rationale**
- III. **Theoretical Framework/Literature Review (minimum of ten resources)**
- IV. **Statement of Bias**
- V. **Methods: Design of project, Data Collection and Data Collection (if appropriate to application project content)**
- VI. **Description of the final application project**
- VII. **Anticipated problems/outcomes of the project**
- VIII. **References**

How long should the proposal be? As long as necessary and as short as possible, usually around 10-15 pages.

Description of Sections of the Proposal

Introduction/Statement of Focus or Problem/Research Question(s)

Begin your proposal with a clear description of the issue you plan to research either *framed as a question* or stating, "*The purpose of the study is....*" This section should include a brief description of the setting of the research, e.g., school, age-group, type of community, etc. (*Anyone reading your proposal should be able to know immediately the intention of your inquiry.*)

The starting point of inquiry is a sense of curiosity -- an enigma, dilemma, or problem that is professionally and often personally important to you. Thus, your own interest or wonderment (perhaps even anxiety) helps you select a research focus. Your readings, class experiences, teaching experiences, and life experiences then will combine to allow a research focus to surface. Give yourself time to imagine questions, concerns, and possibilities -- and to resist settling on an idea before you are truly interested in it.

This focus does not have to be complex, nor must it be limited to what seems to be an easily controlled experiment or situation. This should be a question, topic or issue that compels your interest as a researcher ought to be one of sufficient depth but also manageable in the time frame that meets the requirements of your program. *Be sure to include in the focus the question(s) that drives your research.* Your project essentially is a systematic search for answers to your question or insight/resolution of a problem.

Here are some examples of focus/problem statements:

In this project, I will be investigating the use of children's literature as a springboard to improving fifth-grade students social skills. Using fiction as a catalyst for class discussions and role-playing, I will be looking for students' awareness of feelings and sensitivity towards others. I want to find out if children's literature can be a vehicle for increasing empathic responses.

The purpose of this inquiry is to understand how developing a curriculum built on real life applications can affect teachers' practices and understanding of their discipline as well as students' engagement in understanding of mathematics. In researching this question, we hope to answer the following questions: Does a real life curriculum increase student engagement? If by increasing student engagement, will we increase students' achievement? How does developing a real life-based curriculum affect the teacher's understandings of mathematical content? And, will this experience change teachers' beliefs about instruction and student understanding. Two high school mathematics teachers who teach third-year integrated math in a suburban high school will conduct this research collaboratively.

What does it mean to be a white anti-racist teacher? I am seeking to learn about commonalities among white anti-racist teachers to discover a shared identity. The above question has two major elements: identify development – how do white teachers change their lives to become anti-racist and maintain their pursuit? What events or experiences led up to choosing to become anti-racist? Second, what are the acts or teaching practices that define a teacher as anti racist? I am focusing my study on white public schoolteachers because the vast majority of public school teachers are white and because I am a white teacher and identify myself as an anti-racist educator.

Rationale

The rationale is a discussion of the *need* for this research and the *personal and the educational* significance of your research project.

Need: Here you want to argue that your thesis or project is needed and is important. You could argue, for example, that it solves a problem, fills a gap in the research literature, provides a fresh angle, looks at a new context, or builds a new theory.

Personal significance: The rationale portion of your research proposal speaks to the reason why you want to explore this topic in the context of your teaching environment. It offers a brief history of the circumstances and understandings that brought you to this point of interest. You may want to place your ideas into a personal narration of yourself as a person and as a teacher, in the history and circumstances of your classroom, school, and place of employment or community. You could begin with a short story illustrating why this topic is important to you.

Educational significance: Another approach to the rationale is to emphasize the educational dimensions of the importance of your study. If you address the educational significance, you will draw upon ideas from your preliminary literature review (see below) to explain the educational issues, the discussion around them, and what you hope to contribute to this professional conversation. In writing a beginning of your rationale emphasizing the educational significance, a "funnel" approach could be used. The funnel approach means that you could begin broadly -- by explaining the context surrounding your research issues imbedded in society at large. Then you would narrow your discussion to the field of education, and then to the specific topic area of your project.

Theoretical Perspective

Often, in educational research, the topic or focus of the study is also grounded in theory (e.g., pedagogical theory, learning theory, development theory, change theory, critical theory, feminist theory, post-colonial theory, language acquisition theory, etc.) and those theories may also need to be explained, in terms of how your inquiry connects or is shaped by the existing theory. In your explanation of the theoretical perspective of your study, it is important that you draw from the literature that supports your position. *In doing this, your review of literature and the theoretical perspective that you are working within may overlap and/or be integrated together in the literature review.*

Literature Review

The literature review thoroughly explores the discussion and research related to your topic. In the literature review, you discover and describe the background in which your topic is embedded. This is also the place in which you identify why this issue may also be important to others, perhaps because the topic raises controversy. You can deepen the analysis of key concepts and consider the historical pendulum swings in e.g., school reform or learning theory.

The literature review is a description of the scholarly print or electronic books, articles, and other resources such as Internet sites, videotapes, and compact discs that have provided and heightened your ideas about the research focus and methodology, and the outcomes of the research presented in these resources. If you have attended presentations or workshops, or have

interviewed people who have expertise in your area of study, you may want to include these resources as well (with IRB approval).

The review should be organized on the basis of issues, purposes, concepts, perspectives, and/or research findings. The different parts of the literature review represent points that are returned to later, usually in the “Discussion” section of the inquiry report.

Some inquiry projects draw from a great body of literature, e.g., on constructivism, or may have somewhat limited numbers of resources, e.g., substitute teachers. You will have to figure out a way to read with breadth and depth but also make your literature review manageable. Typically, the final inquiry report will draw upon about 25 different resources, about half or more of which will be research-based as opposed to conceptual in nature. However, some topics may be so new that the body of research is limited. In such a case, you may not have as much to draw upon, and should note this in your review. In addition, you may come back to certain citations in your final discussion, project dissemination plans and other relevant places throughout the final report. In some theses or projects the theoretical perspective and review of literature is integrated throughout the paper.

Statement of Bias

Exploring and defining the theoretical perspective that underlies your research design should help you to understand your own perspective or lens in which you view your project, revealing the biases and assumptions that influence, or accompany your choices. You thus begin to analyze your expertise, values, and position for viewing the world (your ontological position), and what you believe about the kind of evidence that counts as knowledge (your epistemological position) and you are better able to acknowledge and account for the subjectivity that you bring to your research. *This section is likely to be returned to and discussed more thoroughly in the Discussion/Reflection section of the Thesis/Project Report.*

Methods for Thesis Proposals

This section is an explanation of theory that forms the basis of the particular type of study you chose, and the kinds of research methods that fit thoughtfully within that type of study. For example, an important aspect of the theory that underlies ethnographic research is that things (phenomena) occur in a social or cultural context. Therefore, if you chose to do an ethnographic study, it would be important for you to choose data collection methods that allow you to gather data on the social or cultural context of your topic (e.g., the classroom culture, the school system, the community, etc.).

This section explicitly should provide information about:

- Population that you will be studying
- Setting
- Criteria for choosing the participants
- Description of the research methods you will use
- Reasons for the methods chose
- Specific plans for collecting data (e.g. protocols, triangulation; interviews, video analysis, participant observation field notes, etc.)

- Strategies for data analysis/interpretation (coding, descriptive statistics, soft-ware programs for qualitative data analysis or statistical analysis, survey data, etc.)
- Time frame in which you will do your research (allow time, also, for the literature review—this generally is done over two semesters).
- Limitations of your study

Specific types of data collection may include: observation of the lived experience of a classroom and/or teaching practice; journals from both you and research participants, e.g. students or clients and colleagues; a collection of your students' work -- in writing, art, photographs; focused or structured interviews with students, parents, etc.; focus group discussions in which you take notes or record the perceptions of your research partners; questionnaires, e.g. attitudinal inventories or written responses; data from evaluations or assessments.

You should portray a sense of the lived experience of the classroom, counseling or educational setting (its physical setting, illustrations of student and teacher interactions, a vivid rendering of the activities). It's very hard if not impossible to depict lived experience if you refer to students as "the class" without any perception of individuals.

Correspondingly, examine "teacher reality." Avoid describing a situation in which "we discussed" something, when actually it was the educator who did the discussing. Your observations may be more dynamic if you carefully observe a few students rather than depicting an amorphous sense of the whole. By using tape recorders or videotapes, allowing your colleagues to help you observe, and asking students to give you their perceptions of events, you can better focus on individual participants.

Before you write the final draft of your proposal, you will want to "test the waters" and pilot in a brief way your research methodology, e.g. observe students as they attempt to learn something, practice interviewing a colleague, try a new teaching.

When you write about the limitations of your study, consider what your research cannot find out, e.g., by interviewing but not also observing an educator's practice, what are some possible problems? Or by choosing a particular population of research participants, what might you not learn? Certainly, most qualitative researchers will be careful to note that their studies are not generalizable to all educational situations, but they may be representative of similar contexts and situations. Quantitative studies may be generalizable to similar educational situations and numbers of participants.

References

The last section of your proposal should have the list of sources that you utilized for writing the proposal. Besides the sources you include in your literature review, there also may be sources that you mention in your methodology section, your rationale, and theoretical perspective. All references and citations should be documented using the form of the American Psychological Association Fifth Edition (see Appendix A). Whenever possible, cite the original author and primary text rather than a secondary source.

Institutional Review Board (IRB)

Candidates must familiarize themselves with the UAF IRB (see <http://www.uaf.edu/irb/>) requirements, including the forms that accompany a proposal and the self-administered CITI Training (see Appendix B) before they can begin their research.

THE RESEARCHER'S ETHICAL RESPONSIBILITIES

Throughout the process of conducting research, you will confront ethical responsibilities and issues. We will present these ethical areas in the order in which you may encounter them.

Gaining Access/Permission

When conducting research, it's ethical and humane to give information about your project to all the people touched by your research, e.g. administrators, children, parents, and colleagues, in order for them to participate more fully and to feel comfortable with your research activities. When working with adults, e.g. colleagues, you need to disclose the nature of your research and the methodologies you will be using. People obviously will give more information and reveal more about themselves and their worlds when they feel comfortable with the researcher and his or her purposes. However, in some naturalistic studies you may not wish to divulge the finer points of the study because participants may change their “normal” behavior. In such cases, it is acceptable to be more general about the goals of the research.

Often, when doing research in schools, e.g., observations, the permission of the principal of the school and teacher in the class is adequate. This is often the case when inquiry projects involve observation rather than testing or extensive questionnaires. However, in some situations, you will need permission from school districts or other educational arenas to do your research. When permission is required, you need to allow extra time for approval and thus you are encouraged to learn what is necessary and fill out forms well in advance of conducting your inquiry.

In classroom settings, teachers should inform parents about their inquiry project or if an observer will be conducting research and visiting fairly often. Usually, when interviewing other educators on their own time and away from their schools, permission from districts are not necessary; however, the UAF IRB requires that you provide letters or formal consent forms that provide all the necessary information for informed consent and for Human Subjects requirements as noted in the IRB.

Reporting Your Findings

It is your obligation as a researcher to report your findings as accurately as possible; that almost goes without saying. However, a researcher can easily lose sight of the goal of deepening understanding of practice. Your research is very successful if you learn something and understand a problem or issue more thoroughly; it is not necessary to prove anything. In practice-centered research, e.g, observing a new method or evaluating curriculum, lack of success in working with the new strategy provides the teacher-researcher with many questions and dilemmas for reflection -- with many opportunities for growth.

But accuracy is not your only aim; confidentiality is an important ethical component in your research as well. You owe to the people who participated in your research anonymity from the "outside world." When reporting, avoid using last names of children, use pseudonyms for adults, and refer to your school or place of employment in "generic" terms, e.g. "middle school in a northwest rural area." Also, refrain from descriptions that would reveal a person or an environment, e.g. writing about identifiable physical or geographical characteristics. (Note: This may be more challenging to do in both urban and rural environments of Alaska; be sure that your participants are fully informed of how you intend to provide confidentiality.)

Educational research accentuates work with people. The ethical principles adopted by the Council of the American Anthropological Association established guidelines that have great application to researchers in education:

In research, anthropologists' paramount responsibility is to those they study. When there is a conflict of interest, these individuals must come first. Anthropologists must do everything in their power to protect the physical, social, and psychological welfare and to honor the dignity and privacy of those studied.

- (a) Where research involves the acquisition of material and information transferred on the assumption of trust between persons, it is axiomatic that the rights, interests, and sensitivities of those studied must be safeguarded.
- (b) The aims of the investigation should be communicated as well as possible to the informant.
- (c) Informants have a right to remain anonymous. This right should be respected both where it has been promised explicitly and where no clear understanding to the contrary has been reached.
- (d) There should be no exploitation of individual informants for personal gain. Fair return should be given them for all services.
- (e) There is an obligation to reflect on the foreseeable repercussions of research and publication on the general population being studied

IRB Forms

There are several forms required for you to complete depending on the circumstances of your research. All of the forms are available so you can customize them for your project. ***It is your responsibility to learn about the IRB and the CITI Training requirements. You are also encouraged to talk with your research advisor for additional guidance on this process.***

After you complete the necessary forms, you should send them electronically to your research advisor. Your advisor first will read the form(s) and send it the other committee members. Either your advisor or the committee members may request changes before this form is submitted to the IRB committee. After you make any necessary changes and your advisor approves it, he/she will pass it along to the IRB Committee. That committee may also request that you make modifications.

As noted above, some school districts require that teachers inform them about classroom research projects, either informally by explaining the research project to the principal or having teacher researchers fill out district forms. **It is the student's responsibility** to learn about the school or district requirements when the research proposal is developed, leaving time for permissions or modifications before data collection.

If you are dealing directly with human participants (research subjects), you must receive approval from your advisor/committee, the SOE, and the IRB Committee BEFORE you begin your data collection. If you are unsure if your proposal needs to go through the IRB, consult your advisor and/or contact the UAF IRB directly at 907-474-7800.

THE THESIS/PROJECT REPORT

Although the appropriate format to use for your inquiry report is dependent upon the type of study/project you do and the requirements of your advisor, the following elements should be considered and included.

Chapters and/or Sections of the Thesis Report

These are the sections needed for your thesis report:

- Title Page
- Acknowledgements (optional)
- Abstract
- Introduction/Statement of Focus or Problem/Research Question(s)
- Rationale
- Theoretical Perspective /Literature Review
- Statement of Bias
- Methods (Data Collection and Data Analysis)
- Findings/Results/Patterns/Themes (frame within the theoretical framework/review of literature)
- Discussion (Interpretations & Implications & possible reference to statement of bias and limitations)
- References
- Appendices (as needed)

Chapters and/or Sections of the Project Report

These are the sections needed for your project report:

- Title Page
- Acknowledgements (optional)
- Abstract
- Introduction/Statement of Focus or Problem/Research Question(s)
- Rationale
- Theoretical Perspective /Literature Review
- Statement of Bias
- Methods (Data Collection and Data Analysis if conducted)
- Product (Power Point Presentation, Brochure, Handbook, Curriculum, Program, Photographic Essay, Children's or Young Adult book, Video, Play, etc.)
- Plans for Dissemination/Results of Dissemination
- Reflections on the Process/Product and Application/Dissemination

Title Page

Below is the form you should use for the title page; center the text on the page when you create the title page:

The Title of Your Inquiry Project

**Your Name (need APA format included here)
Running head, page numbers, page headers**

**A Thesis /Project Submitted to the
Graduate Reading Program
The School of Education
University of Alaska, Fairbanks**

Month, Year

**In Partial Fulfillment of the Requirements for the Degree of
Master of Education**

Acknowledgements

This brief statement is used to extend gratitude and appreciation to those people or institutions that have given support, advice, or assistance that has been helpful to the researcher, to participants in the research, to family, friends, fellow students, faculty and staff. The section is *optional*, but many students will choose to make this expression of thanks and indebtedness. (The typical page length is one-half to three-quarters page.)

Abstract

The abstract is intended to be a brief statement of about 125-150 words or less, that summarizes the purpose, action initiative (where applicable), participants, setting, methods and results of the study, plus the researcher's primary conclusions, recommendations, and reflections where given in the body of the report. The abstract is intended to be a very succinct statement that is comprehensive enough, but certainly very precise. (One-half a page is a typical length for the abstract.)

FIRST CHAPTER OR MAJOR SECTION:

Introduction/Statement of Focus or Problem/Research Question(s)

The focus/problem statement for your research report is the same as the focus statement for the proposal. Be sure to change your wording from future to past tense, e.g. "I want to

find out" to "I wanted to find out." You may need to make very few changes from the writing in your proposal for the focus, rationale, and theoretical perspective and methodology sections — except to change verbs to the past tense. If your research led you into unforeseen emphases or directions, you need to make whatever changes will explain the precise nature of your project. (Typical page length: one-half pages.)

Rationale

The description of the rationale in the proposal serves you well here. However, if there were other purposes or perspectives that influenced your research, include them as well. Again, check to see that your verb tense makes sense.

(Typical length: 3-6 pages)

SECOND CHAPTER OR MAJOR SECTION:

Theoretical Perspective/Literature Review

The literature review from the proposal is the basis for this section. However, as you refine the design of your inquiry, begin to collect and analyze data, and discuss your findings, you might well discover additional topics of importance to your study and therefore, the need to review and include supplementary literature. This section thoroughly explores the discussion and research related to your topic, enhancing the analysis that has begun in your preliminary work. In the literature review, you discover and describe the background in which your topic is embedded. This is also the place in which you identify why this issue may also be important to others, perhaps because the topic raises controversy. You can deepen the analysis of key concepts and consider the historical pendulum swings in e.g., school reform or learning theory.

The literature review is a description of the scholarly print or electronic books, articles, and other resources such as Internet sites, videotapes, and compact discs that have provided and heightened your ideas about the research focus and methodology, and your action initiative. If you have attended presentations or workshops, or have interviewed people who have expertise in your area of study, you may want to include these resources as well.

The review should be organized on the basis of issues, purposes, concepts, perspectives, and/or research findings. The different parts of the literature review represent points that are returned to later, usually in the “Discussion” section of the inquiry report.

Some inquiry projects draw from a great body of literature, e.g., on constructivism, or may have somewhat limited numbers of resources, e.g., substitute teachers. You will have to figure out a way to read with breath and depth but also make your literature review manageable. Typically, an inquiry report will draw upon about 25 different resources, about half or more of which will be research-based as opposed to conceptual in nature.

All books, articles, etc., that are mentioned in the literature review should appear in the report's "References" section in APA style, fifth edition. However, you do not have to synthesize or discuss all your references in detail. Often, several authors who have done research in an area that is of interest to your literature review might be "cited" rather than discussed. Or, you might cite authors who have written on research methodologies in your "methodology."

Keep these suggestions in mind as you write up your literature review:

- Organize this section around topics, concepts, and perspectives rather than producing an annotated bibliography. The literature should be organized and synthesized around subthemes and subtopics. You want to avoid a "laundry list" of disconnected and disorganized literature.
- The literature review does not have to be a stifling account of "this famous researcher states that...." In the process of representing historical grounding of your topic and up-to-date thinking and research, you can also take the opportunity to respond critically to the sources, noting how they help you to understand your inquiry.
- It might help to think of a literature review as a writer facilitating a respectful dialogue with a group of scholars, who were chosen for their expertise regarding a specific topic. Throughout the dialogue, the writer/facilitator tries to ask probing questions of the scholars, calls attention to points of similarity, contestation, and confusion, adds clarification or paraphrase where needed, keeps the dialogue on track, and provides a summation.
- Be aware of jumping to conclusions, e.g. even though Johnson, Johnson, and What's-his-name tell you that their strategies are very helpful, unless you speak from experience, avoid writing that "Cooperative learning will help my students." Rather, try "Research (Johnson, et al.) suggests that", or "I question or am eager to find out if cooperative learning will be helpful to my students."
- Most importantly, frame the review of literature in a way that introduces questions to you as a researcher and as a teacher and return to these questions as you write your interpretation. Also, consider sources of which you are critical; you may have opportunities to critique or take issue with their conclusions in your discussion of your findings.
- Be sure you do not overquote directly from the literature, thus obscuring your own voice. Quote only what is truly quotable (something particularly well said, memorable, or lyrical); otherwise summarize and paraphrase.

(Typical page length: 15 – 25 pages)

THIRD CHAPTER OR MAJOR SECTION:

Methods/Description of the Application Project

The methods part of the proposal can be duplicated here, but as you refine your ideas and gain more knowledge about particular research methods, you may need to increase this section considerably. *You should do more reading particularly on the research approach that you are using, e.g., reading more on narrative research or on interviewing. You can also review materials read for ED 601 and ED 603, e.g., examples of research studies that use methodologies similar to yours.* Be sure to scrutinize this section so that you have completely conveyed your research design, data collection methods, data analysis methods and reasons for choosing your research methods. Revise your writing if you need greater clarity or precision; this section also makes sense written in past tense.

For a project, describe any data collection or analysis you have undertaken. Explain the purpose of the project, how you developed it and whether or not you have had a chance to pilot it or present it to an appropriate audience. Describe the strengths of the project and the challenges encountered while developing or administering it. Tell how you will use this project in the future and how you will adapt or modify it based on the responses and outcomes of the participants who you present it to.

(Typical length: 5-8 pages)

FOURTH CHAPTER OR MAJOR SECTION:

Findings & Analyses

This section contains the dynamic elements of the research experience—what the researcher (and others) did and observed. In short, it portrays the project as a story unfolding. Although concentration is placed on what the data show and what this signifies in terms of patterns and themes and change over time, it is important that a sufficient description of the action component or initiative is given. With this description, the data findings and their analysis will be comprehensible and make sense. The research should be vivid to the reader, with many details highlighted and the human side emphasized. Often this section is presented chronologically and organized in terms of time periods that are demarked by culminating events or activity milestones.

In addition to the paragraph above, describe the development of the product, the strengths and challenges of the product, how you applied it (audience, context, time, etc.), and the participants' responses/engagement in the presentation.

If you have not presented this, provide your plans for doing so and for using feedback to adapt and revise this version.

In this section, many examples and direct excerpts from the original data are offered to help lend vividness and to provide substantiation for the later discussion of interpretations. It is important to set out excerpts from interviews, journals, field

observations, documents, photographs, tapes, and examples of products, as well as tables with quantitative results. In many cases, up to one-half or more of the total text of words is made up of excerpts from the original data.

In this part of your project, interweave specific examples so that when you write interpretations you have provided enough description for substantiation. Have you provided excerpts from interview transcripts that capture the meaning of points of view? Have you given explicit descriptions of behaviors or dialogue that you observed so you can later justify your interpretations?

This description is important not only to validate your interpretations but also to give you understanding. Become sensitive to the insights that come during this process. A brief glance at the information that you collected may yield some interesting perceptions, but with the totality of the information before you, you may reach more conceptual understandings of yourself and your teaching, your classroom, learning environment, or community. Moreover, sharing the findings section with colleagues may reveal additional meaning.

And as you narrate the process of your research, it makes little sense to try to hide your presence as an observer. If you observed an event or participated in a conversation or interview, tell the reader "I observed...." or "I asked...." Research in education involves human beings engaged in their work and learning. You don't need to refer to yourself as an inanimate object in order to give your writing scholarly authority. Judith Beth Cohen (1989) writes that college students who "have moved beyond a purely subjectivist orientation...tend to be highly suspicious of the personal voice" (p. 6).

They often defer to reason so exclusively, they mistrust their own voices While they may be able to produce competent papers praised by teachers, there is something mechanical and perfunctory in what they write. They aren't connected with what they're saying (Cohen, 1989, p. 6).

There is a price to be paid for loss of your presence: your lack of connection to your work and dull writing. Personal voice continues throughout the documentation of your research, including your discussion of findings.

(Typical page length 25 – 40 pages)

Statement of Bias

All research design and outcomes are affected by the prior knowledge, beliefs, values, worldviews, philosophical perspectives, and professional responsibilities and obligations of researchers (e.g., in almost all teacher action research, teachers are doing the study on a project that has goals in whose accomplishment they are very invested personally, professionally, and as members of a school staff). In qualitative research, the researcher's biases are acknowledged up front and shared in the research report, so they become known factors in the researcher's decision-making and interpretation of data. Providing this important information is critical to establishing the validity of the research results.

FINAL CHAPTER OR MAJOR SECTION:

Discussion/Conclusions/Reflections

This section allows the writer to clearly articulate what was discovered in doing the project: research component, and action component where applicable. Often the section begins by summarizing what the researcher now thinks about the question(s) or points of interest/goals that have guided the project from the beginning. It is important to comment on the most compelling patterns and themes that emerged, and changes in them for individuals, groups, or settings over the course of the study. As this discussion proceeds the researcher can share what she has learned about the improvement or best potentials for educational practice.

This section allows you to clearly ascertain what you discovered by doing your research project. You may want to begin this section by summarizing what you now think you know about the question or questions that guided your study. Also, comment on the compelling patterns and issues that you recognized. Did change occur for individuals or in the social setting or culture of the school or workplace? Share with your audience what you learned about the improvement of educational practice.

The discussion does not have to explore everything you discovered in the findings section. Rather, you should consider issues that you find particularly interesting. For some researchers, the discussion is a time to consider the structures of educational settings and what changes would be necessary to foster, e.g., teacher empowerment or curricular reform.

*You should not “surprise” your reading by raising issues in the discussion that were not introduced in the findings. Your findings should have already provided evidence that will be the basis of your discussion. However, it is perfectly appropriate to discuss *what you did not find*. For example, if you were interviewing teachers about their practice and they all told you that they believe in a certain approach, but you did not find evidence of this approach each time you observed their teaching, that certainly would be an interesting point for your discussion – one that might lead you to pose more questions.*

An important aspect of the interpretation section is your understanding of your findings in the context of the information obtained in the literature review. What questions stemming from the literature review can you now answer for yourself? What questions remain unanswered or would need further research to help answer them? How has your study contributed to the discussion of other researchers and educators? Does your study confirm any ideas or challenge existing beliefs? You may also want to comment on the learning and occurrences that took place beyond the scope of the original project and what research questions your study might stimulate.

Also, in your discussion, you may want to include a reflection on what was personally learned from doing the inquiry project. What did you learn about being a researcher? What did you learn about your involvement in research (and taking an action initiative) that might profoundly affect your practice as an educator? What would be done the same or

differently in future research - and action - projects? What was learned about the process of creating change, and about educator-conducted research as an instrument of change?

This is how Harry Wolcott (1990), an ethnographer, answers the question, "how do you conclude a qualitative study?" He says..."You don't" (p. 55):

Give serious thought to dropping the idea that your final chapter must lead to a conclusion or that the account must build toward a dramatic climax. In the dichotomous thinking said to be typical of Americans, research is sometimes portrayed as being either decision-oriented or conclusion-oriented. Clearly some research is decision-oriented but I am not sure that "conclusion-oriented" is adequate to describe the rest of it. (Wolcott, 1990, p. 55)

Certainly, try to bring closure to your inquiry. Nonetheless, by doing research in education, you may not be in a position to prove a hypothesis or to obtain an enduring answer to a question that will pertain to all educators for all times. (Typical page length: 4-8 pages)

References

This section is a bibliographic listing of *all resources and references* contained in the inquiry report, not limited to those cited in the literature review. References may be print, electronic, media, or from personal interaction, and include published (copyrighted) and unpublished sources. It is important that all references and citations be documented using the form of the APA (American Psychological Association Fifth Edition) guidelines. Typically, inquiry reports have *approximately 25 total citations of references and resources* in the References section, at least *half of these being research-based*. *Do not place sources in the references unless you cite them within your inquiry report.*

Appendix

You can create an appendix or appendices as needed. The appendices contain materials supplemental to the main text, including copies of research instruments and protocols, examples of data (such as student work, e.g., children's drawings) and documents, photographs and media.

Final Comments

We hope that you think about your research as a beginning, not an end. Working as an educator means that you will perpetually be a researcher. You will continue to systematically make sense of your experiences and those of your students or clients in order to help them become better learners and to help you become a better educator. Research is part of the process of life-long learning and for that reason we encourage you not only to use this project as a springboard for your future work but as a process for engaging your colleagues and students in thinking about the purposes, experiences, and effects of educational practice.

REFERENCES & USEFUL SOURCES

- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education: An introduction to theory and methods*, third edition. Needham Heights, MA: Allyn & Bacon.
- Burnaford, G. E., Fischer, J. & Hobson, D. (Eds.) (2001) *Teachers doing research: The power of action through inquiry*, 2nd Ed. Mahwah, NJ: Lawrence Erlbaum.
- Carr, W. & Kemmis, S. (1986). *Becoming critical*. Philadelphia: Falmer Press.
- Cohen, J. B. (1989). The personal voice and the research paper. *The Journal of Professional Studies*, 12 (3), pp. 4-14.
- Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York: MacMillan.
- Frank, C. (1999). *Ethnographic eyes*. Portsmouth, NH: Heinemann.
- Jaeger, R. M. (Ed.). (1997). *Complementary methods for research in education*, 2nd Ed. Washington, D.C.: American Educational Research Association.
- McCutcheon, G. & Jung, B. (1990). Alternative perspectives on action research. *Theory into Practice* 29 (3), 144-151.
- Merriam, S. B. (1998). *Qualitative research and case study applications in Education*, 2nd Ed. San Francisco: Jossey-Bass.
- Merriam, S. B. & Simpson, E. L. (1995). *A guide to research for educators and trainers of adults* (2nd Ed.). Malabar, FL: Kreiger Publishing Company.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis (second ed.)*. Thousand Oaks, CA: Sage Publications.
- Patten, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, Sage Publications.
- Rossmann, G. B. and S. F. Rallis (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage Publications.
- Spradley, J.P. (1979). *The ethnographic interview*. Fort Worth, TX: Harcourt Brace Javanovich College Publishers.
- Wolcott, H.F. (2001). *Writing up qualitative research (second ed.)*. Thousands Oaks, CA: Sage Publications.

APPENDICES

- A. APA CITATION GUIDE
- B. IRB Information
- C. CITI Information

APA CITATION GUIDE

Introduction

This guide is based on the *Publication Manual of the American Psychological Association, 5th ed.* (Washington D.C. American Psychological Association, 2001).

Reference items are listed alphabetically at the end of the paper. These same items are referred to in the body of the paper using the In-Text style.

For additional examples, please refer to the *Publication Manual of the American Psychological Association, 5th ed.* available in the Reference collections in (need UAF libraries and website info here)(BF76.7 P83 2001).

Please note:

- APA now uses **hanging indent formatting** in the reference list
 - For In-Text **direct quotes**, add page numbers: e.g., (Komisar, 1991, p. 13)
-

Book (one author)

Reference:

Komisar, L. (1991). *The new feminism*. New York: Franklin Watts.

In-Text:

(Komisar, 1991)

Book (two to more authors)

Reference:

Strunk, W., Jr. & White, E.B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

In-Text: (two authors):

(Strunk and White, 1979)

In-Text (three or more authors):

(Strunk, White, & Smith, 1979)

In-Text (subsequent references):

(Strunk et al., 1979)

Book Chapter

Reference

Roll, W.P. (1976). ESP and memory. In J.M.O. Wheatley & H.L. Edge (Eds.), *Philosophical dimensions of parapsychology* (pp. 154-184). Springfield, IL: American Psychiatric Press.

In-Text

(Roll, 1976)

Encyclopedia Article

Reference

Warren, S.A. (1977). Mental retardation and environment. In *International encyclopedia of psychiatry, psychology, psychoanalysis, and neurology* Vol. 7, pp. 202-207). New York Aesculapius Publishers.

In-Text:
(Warren, 1977)

Journal Article (one author)

Reference:
Maki, R.H. (1982). Categorization effects which occur
in comparative judgment tasks? *Memory &
Cognition, 10*, 252-264.

In-Text:
(Maki, 1982)

Journal Article (two or more authors)

Reference:
Atkinson, R.C., & Shiffrin, R.M. (1971). The control of
short-term memory. *Scientific American, 225*,
82-90.

In-Text (two authors):
(Atkinson & Shiffrin, 1971)

In-Text (three to five authors):
(Smith, Zappella, Rosen, Gustman, & Rock, 1994)

In-Text (six or more authors):
(Smith et al., 1994)

In-Text (subsequent references):
(Smith et al., 1994)

In-Text (subsequent references in the same paragraph):
(Smith et al.)

Magazine Article (one author)

Reference:
Kandel, E. R. (2000, November 10). Neuroscience:
Breaking down scientific barriers to the study
of brain and mind. *Science, 290*, 1113-1120.

In-Text:
(Kandel, 2000)

Magazine Article (no author)

Reference:
The blood business. (1992, September 11). *Time, 97*,
47-48.

In-Text:
("The Blood Business," 1992)

Newspaper Article (no author)

Reference:
Amazing Amazon region. (1989, January 12). *New*

York Times, p. D11.

In-Text:

("Amazing Amazon Region," 1989)

Educational Resources Information Center report (ERIC)

Reference:

Mead, J.V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED. 346082).

In-Text:

(Mead, 1992)

Educational Resources Information Center report (from E-Subscribe)

Reference:

Mead, J.V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. Retrieved Oct. 23, 2001 from E-Subscribe database.

In-Text:

(Mead, 1992)

Specific Internet Site

Reference:

Electronic reference formats recommended by the American Psychological Association. 2000, October 12). Retrieved January 3, 2001 from <http://www.apa.org/journals/jwebref.html>

In-Text:

(American Psychological Association [APA], (2000)

In-Text (subsequent references):

(APA, 2000)

Electronic Article (Journal Article found in a database)

Reference:

Jacobson, J.W., Mulick, J.A., & Schwartz, A.A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist*, 50, 750-765. Retrieved January 12, 2001, from PsycARTICLES database.

In-Text:

(Jacobson et al., 1995)

Online Journal Articles

Reference:

Vanden, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates electronic version . *Journal of Bibliographic Research*, 5, 117-123.

In-Text:

(Vanden et al., 2001)

Electronic Article (Format modified from print version)

Reference:

Vanden, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 13, 2001, from <http://jbr.org/articles.html>

In-Text:

(Vanden et al., 2001)

Other Electronic or Internet Resources

Refer to: *Electronic Reference Formats Recommended by the American Psychological Association* <http://www.apastyle.org/eleceref.html>

Revised September, 2008

<http://www.uaf.edu/irb/>

The Institutional Review Board (IRB): Ensuring the Rights and Welfare of Human Research Participants

Applied Research Ethics

Protecting human participants in research involves, first and foremost, adherence to the basic ethical principles for the conduct of research. Everyone engaged in research involving human subjects is expected to read and understand the Belmont Report (click on the Web Links button) and apply these principles to every aspect of their work. This is the basis for the federal regulations and provides the framework for IRB protocol review.

- * Respect for persons (autonomy)
- * Beneficence
- * Justice

Knowledge

All individuals working on a UAF IRB Protocol must have a demonstrated knowledge of human subject protections. To learn about human subject protections and to document that you have completed a formal educational program please enroll and complete the recommended modules in the CITI Educational Program (click on the Training button). Beginning January 2006 NO protocols will be accepted for review until, at the minimum, the Principal Investigator has successfully completed the core components of the CITI training. Prior to final approval of any protocol requiring expedited or full IRB Review, the entire research team must successfully complete the required CITI training.

Protocol Review

The UAF Institutional Review Board is an independent body comprised of scientists, non-scientists, and members who are not affiliated with the university in any way. This body reviews all UAF research projects involving human subjects by applying the three ethical principles mentioned above. This review process is quite different from peer review; therefore, to assist you in your application the IRB has developed a form that you must complete and submit (click on Forms and Instructions). Although this is different from a peer review process the IRB requires that you clearly state your research objectives and methodology because it is an integral component of evaluating risk versus benefit. If the research is funded by the U.S. Public Health Service it is required that a copy of the grant be included with the IRB Protocol application.

Understanding the Program

This web site provides the basic information and guidance for UAF faculty, staff and students that propose research involving human participants. If you have specific questions whether the work proposed is "research" or "program assessment, quality assurance or quality improvement, review the guidance document.

If you have any questions, concerns or suggestions be sure to contact the staff in the Office of Research Integrity at 907-474-7800.

<http://www.uaf.edu/irb/training.htm>

UAF-IRB Approved Human Subjects Protection Training Program

The Office of Research Integrity, University of Alaska Fairbanks has arranged access for all researchers, staff, and students to the Collaborative IRB Training Initiative (CITI) Human Subjects Research Educational Program. This program provides the opportunity for UAF personnel engaged in research activities involving human participants to properly document their knowledge and understanding of the basic ethical principles and regulations governing our activities.

Program Registration

Instructions:

- * Select University of Alaska Fairbanks as "your institution".
- * Register for the "Basic" CITI course for social and behavioral research or biomedical research as appropriate.
- * Retain your username and password so that you may re-enter the CITI site to complete or update your training.

Contact the Office of Research Integrity (x7800) or e-mail the Research Integrity Administrator if you have any questions or problems registering.

Note: CITI has recently (January '07) launched two new training programs, so it is sometimes difficult to access their server (limited to 450 people at a time). The busiest time is during the morning here in Fairbanks, when users from across the country may be logged in.

General Information

All members of the research team, (anyone collecting or analyzing data), working on expedited or full review protocols must complete the basic core course of the CITI training. Training requirements for exempt protocols are different in that only the PI, and student for student projects, must complete the CITI course.

There are 9 required (8 with quizzes) and 8-9 optional modules. One or more optional modules may be required depending on the type of research to be conducted (i.e. research involving children or prisoners).

Each module has 3-5 quiz questions associated with the readings. The first module on the history leading to the development of the current human research protection regulations is the lengthiest. However, you do not have to finish all modules at one time, rather CITI saves your scores each time you log-out so you can restart where you left off. You must complete and submit a quiz in order for the score to be saved. The time required is dependent upon your reading speed and familiarity with the material. Most people take 2-6 hours to complete the required modules.

You must receive a cumulative score of 75% or greater to be certified. You may retake any quiz to improve your score.

Confused about training requirements? Check out the FAQ page (Personnel Training) or contact the Office of Research Integrity.

Training Records

Completion of the CITI training program is automatically recorded and can be documented through the UAF Office of Research Integrity. The CITI program automatically sends a verification record to the individual and the Office of Research Integrity. Please save a hard copy or electronic copy of your verification letter.

Other Training Sites

These training programs are very informative, but may not be substituted for the CITI training program to fulfill your UAF human subject protections education requirement.

Human Subjects Assurance Training

* A three module tutorial, offered by the Office of Human Research Protections (OHRP), providing the basics (no quizzes). Easy to review and fairly informative. A good starting point!

* Will issue a training certificate.

Human Participant Protections Education for Research Teams

* This is a nice tutorial made available by the National Cancer Institute, NIH. Brief quiz at the end of each section.

* Will issue a training certificate.