

SHORT VERSION OF TITLE IN ALL CAPS

Title

Second Line of Title if Needed

Presented to the Faculty of Fresno Pacific University

In Partial Fulfillment of the Requirements for the

Master of Arts

in

STEM Education

By

Student Name

Month Year

Accepted in partial fulfillment of the requirements for the
Master of Arts Degree in STEM Education at Fresno Pacific University.

Thesis Mentor

Program Director

Dean

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Signature

Date

Acknowledgments

I would like to thank...

Abstract

Do not indent the first line of the abstract. Always use digits/numerals for numbers in the abstract, regardless of general APA rules. Use the full name of any acronym and include the acronym in parentheses. The abstract must be under 120 words for general publication.

Typically, the abstract should not contain any source citations or footnotes. Most schools require one page or less in length, double-spaced with no paragraph breaks. The abstract should contain (a) a statement of the problem or issue studied; (b) research objectives and/or questions; (c) the research methodology employed; (d) a brief description of participants, if any; and (e) a summary of the main results and conclusions. Describe the overall research problem being addressed in the first couple of sentences and indicate why it is important and who would be impacted if the problem were to be solved. You can include a general introduction of the issue in the first sentence, followed by a clear statement of the research problem being addressed. Identify the purpose and theoretical foundations, if appropriate. Summarize the key research question(s). Briefly describe the overall research design, methods, and data analytic procedures. Identify the key results in one or two conclusions. Add only recommendations that capture the heart of the research.

Keywords: Next Generation Science Standards (NGSS), matriculation ...

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Chapter 1: Introduction

This first section should be a brief introduction to your topic to provide a context for the other sections of this chapter. Some faculty members prefer that this section be brief, half a page or no more than two pages. Others expect this section to be much longer. You may also be expected to include an overview of what is contained in the chapter. The APA 6th edition manual states not to begin with a heading of Introduction. Simply begin by introducing the topic (American Psychological Association, 2010, p. 63, section 3.03).

Statement of the Problem

This section should be a brief statement that identifies the need for the study. You could mention the existing or potential impact of certain events or conditions on various stakeholders, and especially those stakeholders who are the focus of your study. Is there a social, political, or economic problem that results from a lack of knowledge about your topic? You might describe a very specific problem, then a more general related problem that is the eventual outcome of not solving the specific problem.

For some studies, there may not be a specific problem; the research may simply add to a body of knowledge. In that case, the section Purpose of the Study and the section Importance of the Study will suffice, so the Statement of the Problem section might be omitted.

Purpose of the Study

This section should explain what you plan to accomplish in the overall picture and should relate directly to the problem statement without repeating the problem statement. Mention the overall type of study as one of the following:

- An exploratory study is usually undertaken when little is known about a topic.
- A descriptive study seeks to describe but not to draw conclusions about cause and effect.

- An explanatory study is conducted to test relationships among variables by seeking answers to questions or by testing hypotheses.

In the final stages of writing the proposal, it would be helpful to pick your most accurate and comprehensive sentence describing the study purpose then go through the entire study to make sure this same description is used each time. Although in other types of literature such repetition would be boring and lacking in creativity, in a formal scientific study the need for accuracy and consistency is more important.

State whether your study is quantitative, qualitative, or mixed method. Mention the basic research model or design (see the list in Chapter 3 of this template). State the population of the study and the geographic area or location for the study. This section also answers questions such as the following: Are you seeking to simply fill a gap in the existing body of knowledge about your topic? Are you seeking answers to questions in order to provide policy-makers or practitioners with information that could inform best practices? Are you conducting a program evaluation that is needed to (a) maintain funding and validate current operating modes, (b) discover possible deficiencies, or (c) determine how to correct known deficiencies? Are you assessing a program's positive or negative outcomes, or both? Keep the section concise, no longer than one page.

Research Question (or Hypotheses)

The main questions answered in this study are as follows:

[or] The hypotheses investigated in this study are as follows:

1. This section ideally should mention the rationale for the questions or hypotheses.
2. In the hypotheses, you need to use concepts that are going to be measured.

Significance to the Field

Explain briefly why the information to be gained through your study is important and to whom it is important. For example, will the findings be helpful to policy makers? Who might benefit from your study and how will they benefit? This section should ideally be no more than a page long. This is not the place for details; it is an overview.

Key Terms

For the purpose of this study, the following definitions apply:

- Failure: a lack of success and lacking adequate performance on a task (Failure, n.d.).
- Next Generation Science Standards (NGSS): a set of standards that students were required to learn from kindergarten through Grade 12, that integrate engineering, science, and inquiry of all science disciplines (NGSS Lead States, 2013).
- Productive failure or productive struggle: a learning approach that gives students chances to learn concepts through evaluation and exploration, then followed by more explicit instruction of the concept (Song & Kapur, 2017).

Limitations

Creswell (2005) defined research assumptions as factors potentially influencing the findings of a study but beyond the control of the investigator. Limitations refer to the internal validity of the research, the extent to which the results will be credible and trustworthy (Johnson & Christensen, 2004). This does not mean limits in scope, but how the study might fall short of ideal methods (i.e., necessary limitations on sample size). What factors impose limits on interpreting the results? This is not the place to go into detailed description of methods or of validity or reliability concerns; it is simply to briefly itemize those concerns. (The time and place to go into detail is after the study is completed, as a limitations section in Chapter 5.) In

this section, you might simply state that limits of the sample size or practical restrictions that prevent you from using ideal sampling methods will limit your ability to make generalizations about the results of your study. Are you conducting a pilot or preliminary study lacking a sufficiently large sample for statistical significance? If verbal reports are used and no other data, you might mention the possible biases that may be inherent in relying on verbal reports, such as participants' accuracy of memory or response biases. Are there practical considerations or policies that prevent you from choosing a stronger experimental design? Are the available data sources limited in size or scope? For example, are you limited to use of an incomplete set of archival data? Are you limited in recommending the program or curriculum you are developing because it is only being tested on certain age levels, stages of proficiency, or specific diagnostic categories? In your specific institutional setting, would it be difficult or impossible to randomly assign participants to different treatment groups or types of programs? Is it not possible or practical to include a control group, due to concerns about fairness to the participants? This section answers these types of questions.

Assumptions

For the purposes of this study, the researcher assumes the following: [These are examples of the type of information included in this section. These are written in very general terms. Ideally, yours would be more specific. Creswell (2005) defined research assumptions as factors potentially influencing the findings of a study but beyond the control of the investigator. These factors are also beyond the scope of available literature to confirm. If there are factors that have literature to give evidence of their status, then they do not need to be in the assumptions section but rather would be mentioned as part of the literature review.]

1. It is assumed that the trained, independent raters scored the pre- and post-treatment assessments objectively and accurately.
2. It is assumed that all respondents to questionnaires, interviews, and understood the questions and answered honestly.
3. It is assumed that the researcher's on-site observations were representative of the normal day-to-day occurrences.

Chapter 2: Literature Review

The literature review provides the reader with (a) a basic understanding of concepts necessary to comprehend the research results and discussion, (b) a rationale for undertaking the research study, as well as (c) a more comprehensive description of the basis for generating the research questions and hypotheses (going into more depth in the same topics introduced in the background section of Chapter 1). The chapter ends with the summary of relevant literature's results. For ideas on organizing this section, see the document templates at this location <https://dissertationcoach.net/free-resources>

Background

For help with creating more headings that will auto-update in the table of contents, you can search online for descriptions and video tutorials. See the Resources section of dissertationcoach.net for video tutorials.

Chapter 3: Methodology

Leonardo (1998) distinguished between methodology and method, arguing that methodology is what guides our thinking about research, while method concerns the practices utilized to collect data in a study. Methodology, then, is intertwined with the theoretical basis of the study, while the term methods would be more related to how the research questions are answered. Both are typically described in Chapter 3, and either term is often used as the title for Chapter 3.

Although there is some overlap and they often seem to be used interchangeably, many academicians also differentiate between the terms method and design. Methods most often refer to a broader categorization: quantitative, qualitative, or mixed methods. Design can be experimental, correlational (using data from a survey or observations), or descriptive (as in presenting tallies and percentages or verbal descriptions). A design is subordinate to a method but a method is not subordinate to a design. Conventionally certain designs are more associated with either quantitative or qualitative data, but this is not necessarily the case. For example, in a mixed-method study, qualitative data in the form of interview transcripts could be coded and counted, then quantitative comparisons could be made between demographic variables and the frequency counts.

The data collection procedures are subordinate to a design. The procedures section lists a detailed description of how you'll implement the design step by step.

Strategies of Inquiry (could also be called Research Model or Research Design)

There are the three over-arching types of research design: exploratory, descriptive, and causal. The goal of exploratory research is to discover ideas and insights, to define a problem more clearly, and/or generate hypotheses. This is typically accomplished using qualitative data.

Descriptive research is usually concerned with describing a population with respect to important variables. Qualitative, quantitative, or mixed methods are appropriate to use, depending on the research questions and data sources. Causal research is used to establish cause-and-effect relationships between variables, which demands quantitative data and analysis to be accepted as statistically valid. Qualitative methods would yield only anecdotal evidence, so any perceived cause-and-effect relationships would be regarded as a hypothesis formation, not hypothesis testing. Experiments are commonly used in causal research designs because they are best suited to determine cause and effect (p. 27).

These are listed somewhat in order from the most conventional (or most convincing) to the least conventional for dissertations or theses in the fields that require APA style. Your study might fall into one or more of the following categories:

- An experiment (an empirical study, which uses quantitative methods of analysis, can be complex to carry out but is the only model that strongly suggests directional causality)
- A descriptive correlation study (a model typically using quantitative methods of analysis for data sources such as a survey or archival data)
- A descriptive phenomenological study using qualitative methods of analysis (e.g., interviews, observations, or use of archival data), which can include quantitative measurements of data
- A mixed methods study using both quantitative and qualitative methods (e.g. a descriptive study such as a correlation study or case study that includes both numerical and textual data)
- A descriptive in-depth case study with findings which explain the theoretical and/or practical aspects of a topic of interest (could use qualitative and/or quantitative methods)

of analysis, and could include archival data or active databases if the case topic is an organization or system)¹

- Program development projects (the structure and nature of the program is supported by the literature review)²
- Program evaluation projects (using descriptive and/or empirical methods)
- Product development projects (including curriculum design, for example)
- Product evaluation projects (could include a non-physical product, such as software or a system design)
- An original theoretical analysis of an existing issue and/or extended literature review
- The development of a new model for organizational and/or practitioner interventions
- Action research that involves discovering and implementing a solution³

An excellent detailed description of some of the above-mentioned designs can be read in the University of Indianapolis dissertation handbook available online. Note that the organization of this chapter is geared toward empirical studies. This section describing research methods might have the following functions:

- Explain why your research design is appropriate for answering your research questions or testing your hypotheses.
- Clarify your unit(s) of analysis. Are you comparing individuals within a group (e.g., teachers), are you comparing groups (e.g., the faculty of various schools), or comparing institutions (e.g., comparing the outcomes or policies among schools).

¹ This is a typical method in the field of anthropology.

² Program development and evaluation has been common in the fields of education and business, while product development and evaluation has been more common in the field of business and other production-oriented fields.

³ Action research has typically been associated with activist concerns, particularly with social injustice, and often involves inclusion of others (such as students) who assist in carrying out the data collection and implementing the planned solution.

- Clarify your operational definitions. See Appendix A: Research Question Matrix.

Belli (2008) describes classification of research across two dimensions. The first is classification based on purpose, which can be descriptive, predictive, or explanatory. The second is classification based on time, which can fall into one of the following three categories:

1. Cross-sectional research, in which data are collected at one point in time, often in order to make comparisons across different types of respondents or participants.
2. Prospective or longitudinal research, in which data are collected on multiple occasions starting with the present and going into the future for comparisons across time. Data are sometimes collected on different groups over time in order to determine subsequent differences on some other variable.
3. Retrospective research, in which the researcher looks back in time using existing or available data to explain or explore an existing occurrence. This backwards examination may be an attempt to find potential explanations for current group differences. (p. 66)

Law et al. (1998) describes various forms of qualitative studies. For further information on organizing Chapter 3, based on what type of study you choose, see the document templates at this location <https://dissertationcoach.net/free-resources> or look at dissertations that have a study design similar to yours.

Researcher's Qualifications and Role

For qualitative studies, the researcher's background is considered relevant, as their analysis will be informed by their profession and past experiences.

Setting

This study was conducted in a ... [this is more relevant for qualitative research].

Sampling Procedures

The quantitative sampling technique that was employed during this research was ...

Participants

The participants that were available were ...

Ethical Considerations

You might choose to discuss human subjects protections throughout this chapter, but you will also be expected to focus the discussion into one section. Mention each of the precautions that will be taken. See the IRB resources provided on your school's website. You might make statements such as the following:

The researcher will comply with the guidelines put forth by Fresno Pacific University regarding the use of human subjects. The researcher has completed a course of study on human participants protection education and will ensure the following:

- Participation will be on a voluntary basis and will be of informed consent. Participants will be aware of their right not to participate. It will be made clear that respondents have a choice as to the participation in the study, with no type of penalty for choosing against it.
- The purpose of the research will be made clear to respondents.
- Each participant will be asked if the researcher has permission to audio/video tape their responses. If permission is not given, notes will be taken in writing.
- The risks of participation will be described to the participants in the informed consent letter, such as any psychological stress or physical discomfort that might be anticipated by the researcher.

- Confidentiality and anonymity of each respondent and school will be maintained.
- No deceptive questions or intentions will be used in the survey or in the study.
- Participants will be informed of their right to control any piece of information either by directing that it remain anonymous or that it be omitted from the data set. The researcher will offer the opportunity for the participants to receive a summary of the study results via e-mail for an opportunity to verify the accuracy of his or her statements before the data analysis is started.

The APA (2013) states that researchers must “inform participants about the (a) purpose of the research, expected duration, and procedures; (b) their right to decline to participate and to withdraw from the research once participation has begun; (c) the foreseeable consequences of declining or withdrawing; (d) reasonable foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (e) any prospective research benefits; (f) limits of confidentiality; (g) incentives for participation; and (h) whom to contact for questions about the research and research participant’ rights. The researcher also must provide the opportunity for prospective participants to ask questions and receive answers. The researcher also must obtain informed consent from research participants prior to recording their voices or images for data collection” (sec. 8.02).

Data Collection and Recording Procedures

The data collection and recording procedures followed were in accordance to both site and district policies.

Data Analysis and Interpretations

For the dissertation proposal, the planned methods of data analysis should be described in detail. You might mention which variables will be treated as categorical and which as

continuous. Describe why the methods of analysis are appropriate to answer the research questions or appropriate to test the hypotheses, referring to specific literature on research methods. This section should also state the criterion or criteria for deciding whether or not an observed effect will be considered significant. A justification of these criteria might be in order.

One less conventional format for presenting this information is as follows, replacing the term *research question* with *aim*:

Aim 1. To examine the association between _____ and _____.

- Hypothesis 1: _____ will account for significant amount of variance in predicting _____. Groups to be analyzed include _____.
- Analysis: A series of multiple regressions will be conducted on each group of participants.

Threats to Validity

To ensure the validity and reliability of this research...

Chapter 4: Results

The chapter could be organized into sections based on the research questions or hypotheses. Alternately, if several data sources are used, the chapter could be organized according to the various types of data sources. After the data collection and analysis are completed, this chapter of your dissertation should give an answer to each research question. Alternately, it should note which hypotheses were accepted, which were rejected, and why.

If your advisor wishes you to detail the contents of Chapter 4, you might describe it as follows: To present the data for the overall research topic, . . . , charts and graphs depict the findings for those research questions that require presentation of complex data, with brief explanatory descriptions. The content of this chapter is organized by research question, after a description of the general demographic findings.

Be careful to include the participant number (or pseudonym) each time you include a direct or indirect quote. To designate the numbers in a total sample, you must use an uppercase, italicized *N*, and to designate the number of members in a limited portion of the total sample, you must use a lowercase italicized *n* (e.g., $n = 100$).

Research Questions

The particular research questions investigated in this study are as follows:

Demographics of Participant Group

Present descriptive statistics for all variables of interest. Continuous measures such as the average score on each measure can be summarized using means and standard deviations, whereas categorical measures can be summarized using counts and percentages.

Table 1

Demographics of Participants

Characteristic	<i>n</i>	%
----------------	----------	---

Note. The data in this table are from “Title of Article,” by A.N. Author and C.O. Author, 2000, *Title of Journal, Volume*(issue), p. 21. Copyright 2000 by Name of Copyright Holder. Reprinted [or adapted] with permission.

Use the format above to provide a reference under tables from another source (or adapted a table/figure from another source). You must obtain copyright permission from the source’s copyright holder (APA, pp. 38 & 173).

For online sources:

From [or Adapted from/Data in column 1 are from] “Title of Web Document,” by A. N. Author and C. O. Author, year (<http://URL>). Copyright [year] by Name of Copyright Holder. Reprinted [or Adapted] with permission

You should be able to find many tutorials on YouTube about creating tables, including some at this link (scroll down from the landing page): <https://dissertationcoach.net/free-resources>

Table 2

Summary of Emerging Themes

Research question	Interview question	Cluster or emerging theme
1. How do ...?	1.? 2. ...? 3....?	<ul style="list-style-type: none"> • Theme one • Theme two • Theme three • Theme four

(Continued)

Research question	Interview question	Cluster or emerging theme
2. Why do ...?	1.?	• Theme one
	2. ...?	• Theme two
	3....?	• Theme three
		• Theme four

You might find it helpful to download the description by Blum (2006) on how to write chapters 4 and 5 of a dissertation: http://www.cybernos.com/UOP/Writing_4and5.doc

Ways to describe the strength of a correlation include the following:

- Option 1 for description: A value greater than 0.7 can be described as a strong correlation, between .3 and .7 as a moderate correlation, and less than .3 as a weak correlation. See <http://www.sjsu.edu/faculty/gerstman/StatPrimer/correlation.pdf>
- Option 2 for description: A value greater than 0.7 can be described as a very strong correlation, between .4 and .69 as a strong correlation, between .3 and .39 as a moderate correlation, and between .20 and .29 as a weak correlation. See <http://faculty.quinnipiac.edu/libarts/polsci/Statistics.html>

The following is an example of a figure caption that would be included in the chapters, under the figure:

Figure 1. Figure caption here, which should be below the figure. From *Title of Article or Book et cetera* by A. A. Author and B. Author or Corporate Author, 2011. Copyright (2011) by Berrett-Koehler Publishers. Reprinted [or Adapted] with the permission of the author.

Table 3

Table Title

Column head	Column head	Column head	Column head	Column head
Row head	123	123	123	123
Row head	456	456	456	456
Row head	789	789	789	789
Row head	123	123	123	123
Row head	456	456	456	456
Row head	789	789	789	789

Note. All explanatory text appears in a table note that follows the table, such as this one. Use the Table/Figure style, available in the styles gallery, to get the spacing between table and note. Tables in APA format can use single or 1.5 line spacing. Include a heading for every row and column, even if the content seems obvious. To insert a table, on the Insert tab, click Table.]

Figure 1. Capitalize only the first word and proper nouns and use period at end of caption.

If a table needs to continue to the next page, type (Continued) in parentheses, a space below the table segment, and make it right-justified (to the far right of the page). Then add the table column headers to the segment on the next page.

Summary

The dataset showed that ...

Chapter 5: Discussion

You might make statements like the following, depending on what you and your chairperson believe is most appropriate for your study:

- This chapter will begin with a self-evaluation that will indicate my background and theoretical framework so that readers can be aware of possible biases in interpretation.
- In my interpretation of the findings, I will also present other plausible alternative explanations to my inferences.
- I will include a section to discuss general conclusions based on my interpretations of the findings.
- If important implications for policy practice are noted, these will be included in a separate section. My recommendations will focus on Recommendations will be made for the benefit of
- To guide future research efforts, I will make recommendations for further study.

If your advisor wishes you to detail the contents of Chapter 5, you might describe it as follows:

In this chapter, the interpretations and implications of the findings are discussed. The interpretation of the findings also presents other plausible alternative explanations to my inferences. The next section discusses general conclusions based on my interpretations of the findings. Important implications are noted. Recommendations focus on policy and practice. Recommendations are made for the benefit of all stakeholders. To guide future research efforts, recommendations for further study suggest useful extensions of research into the topic of this study.

Something to remember when you write Chapter 5: Conclusions are reached based on the data, so they should have a direct conceptual link to the findings presented in Chapter 4. The discussion section is not a summary of the findings but section that ties the findings and conclusions back to the literature.

It is customary to begin with a very brief review of the problem statement, purpose, method, limitations, ethical dimensions, and a brief overview of Chapter 5. These can be headed by subheadings, but they do not need to be if they are sufficiently brief.

Limitations

A discussion of the limitations, if this section is included, should focus on specific issues. There are well-known limitations for each methodology, and the discussion of limitations should not be limited to a listing of these typical problems. For example, Palmer, Graham, Taylor, and Tatterson (2002) showed that when asked to report on frequency of different behaviors, participants tended to over report the frequency of behaviors that were considered socially desirable and to underreport frequency of undesirable behaviors. Writers might note these tendencies but should go further to state what effect this most likely would have had on the findings if such bias were present.

Conclusions

Conclusions are how you answer the research questions. The conclusions might be organized by subheadings that relate to the research questions or hypotheses, such as the following:

Conclusion related to research question [or hypothesis] 1. Research question 1 asked: Why...? The findings show that... Conclusions can be related to literature from the literature

review. Students may briefly cite studies that support or contradict the findings that lead to each conclusion.

Implications could be in a separate section. The findings and conclusions suggest the following three major implications with respect to ... :

1. Briefly list the implications, which includes what could be the practical results or effects of the findings. You might note the possible effect that the facts, new information, action based on the new information, or lack of action could have on various stakeholders. These can be related to literature from the literature review. Make sure you're not repeating what's in the conclusions section.
2. Each research question and (when appropriate) hypothesis is discussed individually, with conclusions drawn. Note: all conclusions must be supported by the research findings.
3. Discuss how any potential limitations may have affected the interpretation of the results.
4. Describe how the results fit with the purpose, significance, and existing literature in Chapter 2.

You could add hypotheses that were not supported and refer back to the literature review.

Recommendations

The following subsections describe recommendations related to the conclusions and implications discussed previously.

Typically an empirical study is expected to make recommendations based on the findings and only mention the recommendations in the literature that support or contradict the findings. An extended literature review is a type of paper that would go beyond this, or a theoretical paper synthesizing the literature, but dissertation students are expected to keep it simple. Your advisor

may allow you to add a section titled Reflections on the Research in which you can expound on your opinions and observations that do not directly relate to the research question(s).

Recommendations for practical application. All recommendations must be supported by research findings. These may include recommendations for policy changes or for certain practitioners.

Recommendations for future research. These might be based on suggestions that (a) would correct the validity and reliability concerns in the present study, (b) would correct methodological limitations, or (c) test hypotheses related to implications that your study brought to light. These should not simply be recommendations for possible studies that loosely relate to the topic.

References

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Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Johnson, R. B., & Christensen, L. B. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Allyn & Bacon.

Law, M., Stewart, D., Letts, L., Pollock, N., Bosch, J., & Westmorland, M. (1998). *Guidelines for critical review form: Qualitative studies*. <http://www-fhs.mcmaster.ca/rehab/ebp/pdf/qualguidelines.pdf>

Leonardo, Z. (1998). *Ideology, discourse, and school reform* (Unpublished doctoral dissertation). University of California, Los Angeles.

Palmer, R. F., Graham, J. W., Taylor, B., & Tatterson, J. (2002). Construct validity in health behavior research: Interpreting latent variable models involving self-report and objective measures. *Journal of Behavioral Medicine*, 25(6), 525-550.

doi:10.1023/A:1020689316518

Patton, M. Q. (2003). *Evaluation checklists project*. Retrieved from www.wmich.edu/evalctr/checklists

Microsoft Word 2007 APA reference wizard doesn't ask the student to enter volume and issue numbers of Journals, but these numbers are needed to create complete references. You might also investigate the use of free online reference helps such as Zotero.

Notice the format here is a hanging indent that does not require a manual use of the space bar or tab. This makes it much easier to keep the right format regardless of changes to the text or other aspects of the format.

Monroe College. (n.d.). *Exploratory, descriptive, and causal research designs*. Retrieved from http://www.monroecollege.edu/AcademicResources/ebooks/9781111532406_lores_p01_ch03.pdf

Soper, D. (2006). The free statistics calculators website [Computer software]. Retrieved from <http://danielsoper.com/statcalc3/default.aspx>

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Appendix List

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- Appendix C.
- Appendix D.
- Appendix E.
- Appendix F.
- Appendix G. Survey or Interview Questions
- Appendix H. Informed Consent Letter
- Appendix I.
- Appendix J.

TITLE OF STUDY

[Add title]

PRINCIPAL INVESTIGATOR

[add your contact information]

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of this study is ...

STUDY PROCEDURES**RISKS**

The foreseeable risks involved in this research are minimal. The students will have access to ...

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

The benefits from this research will be that students will gain a better understanding of ...

CONFIDENTIALITY (FOR SURVEY)

Your responses to this survey will be anonymous. Please do not write any identifying information on your survey. For the purposes of this research study, your comments will be anonymous.

CONFIDENTIALITY (FOR INTERVIEW)

Every effort will be made by the researcher to preserve your confidentiality including the following:

The measures that will be taken to ensure confidentiality, are listed below:

- Assigning code names/numbers for participants that will be used on all research notes and documents
 - Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.
- Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Researcher:

University: Fresno Pacific University

Degree: Master of Arts in ...

Thesis/Project Title:

I _____, agree to participate in this research study. The purpose and nature of the study have been explained to me in writing and I have been provided with a copy of the Research Study Information Sheet.

- I am participating voluntarily.
- I give my permission for my interviews or observations to be recorded.
- I give my permission for my project journals and notes to be used for data collection.
- I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.
- I understand that I will be given the choice to view the transcribed interviews <if relevant and make additions and changes that I deem necessary.
- I understand that open, honest answers are being sought.
- I understand that my anonymity will be ensured in the write-up by assigning me an alias and that the name and location of my organization will not be revealed. <if relevant
- I understand that disguised extracts from my interviews, observations, and/or journals may be quoted in the thesis and subsequent publications.
- If the participant is a minor (under the age of 18), parental/guardian consent is needed in order for the participant to participate in this study.

Sign _____ Date _____

I _____, the parent/guardian of the above-named participant have read the Research Study Info Sheet and this Letter of Informed Consent and give permission for _____ to participate in this research study.

Sign _____ Date _____