Title in Upper and Lower Case Centered

No More Than Two Lines Long

Firstname M.I. Lastname

Marian University, Fond du Lac, Wisconsin

School District

Month Year

Abstract

This is action assignment 7 in EDT 657. As the Publication Manual (2010) §2.04 points out, “an abstract is a brief, comprehensive summary of the contents” of your action research report (p.25). According to the APA (2010) guidelines, a good abstract should be accurate, objective, coherent, and concise. It should contain a synthesis of all sections of your whole paper taken from your action assignments. Use past tense for all your sections from introduction to results, reserve the future tense for your next step or plan of action. Third person is preferable to first person. Use active voice, rather than passive voice. An abstract must be self-contained, so the reader can survey the contents of your report at a glance. Stay within the 150 - 250 words limit, single paragraph in block format, with no indentations, in a page by itself. Make each statement maximally informative. In other words, say a lot briefly.

Title of Study

Introduction and Identification of Problem

This is action assignment 3 of EDT 656. Refer to the Publication Manual (2010) §2.05. This is where you state your problem with conciseness and clarity. You need to set the stage of the problem. A smart research question must be specific, measurable, achievable, relevant and timely. You must give the reader a firm sense of what you will do and why you want to do it (Publication Manual, 2010). What is your paradigm - positivist, interpretive or praxis? (PowerPoint, slide 5). Don’t forget to state your research question within the paragraph.

Purpose and Rationale

This is action assignment 3 of EDT 656. Explain why you want to conduct this study. Does your research address the use of technology in education? End this section by underscoring the significance of your study. In other words, justify, justify, justify.

In EDT 656, you are writing a proposal so use future tense but for your final paper in EDT 657, your proposal becomes a report, so you have to change the verbs to past tense. Although the third person is preferred in traditional research, you may use first person in your report, as long as you are consistent. Use active, rather than passive voice.

Continue adding more text for this section in this page. And note that the page number position is in the header, flush right. By the way, you cannot have a paragraph with only one word or one sentence, otherwise known as “widows/orphans,” hence, this reminder was added as a clever filler.

Review of Literature

This is action assignment 2 of EDT 656. Refer to chapter six of the Publication Manual (2010). A literature review surveys scholarly articles, books and other sources (e.g. dissertations, conference proceedings) relevant to the researcher’s area of focus. Start your literature review with an introductory paragraph. Give a brief overview of your topic.

This section is the body of your literature review where you discuss other research that are relevant to your own study. You want to show that your question has not already been answered. Why reinvent the wheel? Only refer to works that are pertinent to your research and use the most recent studies (preferably, within the last 5 years). Do not forget to properly cite your sources. Whenever possible, paraphrase, rather than quote. However, if you must use direct quotations, you must cite the page source, too. Use past tense when citing other works.

The organization of your literature review depends on your style and your research. Compare and contrast patterns, themes or concepts that you found in your readings. Provide a description, summary, and critical evaluation of each work. If you are summarizing a body of work, cite only the essentials such as pertinent findings, methodological issues and major conclusions that may have an impact on your study. Be objective and avoid bias by covering both sides of the issue. Cite studies that support one view and others that support the opposite view. Make logical connections between previous research and your present study. The American Psychological Association (APA) exhorts writers to choose references judiciously and cite them accurately (Publication Manual, 2010). The format followed at Marian University and exemplified in this template is the sixth edition of the Publication Manual of the American Psychological Association (2010).

This is the concluding paragraph of your literature review section where you relate back to your own research question, reiterating the need for your present study. If you were fortunate enough to find a study that is exactly like yours, point out the difference- maybe the study was done in high school, and you would like to replicate it in the middle school. If you did not find studies that are similar to yours, state that there is a gap or a hole in the literature which indicates that there is indeed a need to have your research question answered, in which case you would be adding new information to the existing body of knowledge.

Methodology

This is action assignment 4 of EDT 656. Refer to the Publication Manual (2010) §2.06. This section is all about the design of your study. Begin with an introductory paragraph like this one. Reiterate what you will be investigating by briefly restating your research question, problem statement or hypothesis. Name your research design. Is it qualitative/descriptive research or quantitative/experimental research? Refer to Module 4 in the course shell for additional research designs. Note: Use future tense for proposal in EDT 656 and change the tenses to past tense for the final report in EDT 657.

Setting

Describe the environmental factors such as geographic location, physical environment, time of day, schedules, and other factors that might impact the way you conduct your study. Mention your curriculum and your school’s technology initiative, if any.

Participants

In this section, describe your subjects in broad terms without identifying them individually, i.e. demographics – setting, school, class, grade level, socioeconomic status, gender, ethnicity, special needs, and other attributes that might affect the results of your study. Explain how you will select your subjects from the general population. Will you be all-inclusive or selective? Will you do random sampling, where every member of the population has an equal chance of being selected? If yes, how? If no, why not? Are your subjects representative of the general population? Will the study of this small group (the subjects) reveal important things about the larger group (the population)?

Will you be doing a pilot test using a smaller sample? Sampling is mostly done with surveys, a popular research design in which a sample of subjects is drawn from a population to make inferences about the general population. Or will you be grouping your subjects into an experimental group that will be receiving the intervention or treatment and a control group that, for the sake of comparison, does not receive the same treatment or intervention?

Use person-first and nondiscriminatory language. To avoid clumsy “he/she,” use the plural form “they.” Speaking of pronouns, it is alright to use the pronoun “I” or “we” since you are telling your own story, as long as you are consistent. However, in academia, third person is considered more scholarly and first person amateurish. But since this is classroom action research, it is less formal so feel free to choose. Follow your bliss.

The IRB Protocol is action assignment 0 in EDT 656. Briefly describe the procedures and ethical considerations you followed regarding the selection of your participants and protection of human subjects. Point out that you have taken the CITI training and that you first sought the approval from the Institutional Review Board (IRB) of Marian University (Appendix A). Refer to the signed site permission from your principal (Appendix B), the parent consent letter (Appendix C) and the student assent form (Appendix D).

Instruments

In this section, explain how you will triangulate your data sources. Describe your tools of inquiry- assessments, intervention, equipments, apparatus, materials that you will use in the study. Point out whether your instruments are developed by you or another individual, obtained from a commercial supplier (cite source) or from the internet (cite url). Indicate whether you will be using questionnaires (Appendix E), surveys, checklists, tests, interviews, journals, or other assessment tools.

There are three main types of survey categorized by delivery: (1) questionnaires to be used in face to face or telephone interviews; (2) self completion questionnaires, which are read, completed and returned by respondents; and (3) computer administered questionnaires, which allow more complex question patterns than paper questionnaires usually done online such as [www.surveymonkey.com](http://www.surveymonkey.com). Here you also mention the kinds of pre-tests and post-tests you will use to assess if you are looking at improvement in academic achievement, for example. Attach a copy of the instruments, such as the sample questionnaire in Appendix E.

Procedure

In this section, describe in sufficient detail what you intend to do and how you will do it. Include your instructions to the participants, your data collection schedule and other control features step by step. If you have a viable timeline, insert it here. Make sure your sentences and paragraphs are not disjointed. Do not skip around, discuss related items in the same paragraph. When in doubt, use the chronological approach. Each one must flow smoothly to the next for easy reading. When you are finished with your draft, edit your work. Set it aside for a while and then return to it with a fresh look. Ask another person to proofread it. Aim for perfection.

Results

This is action assignment 5 in EDT 657. Refer to Publication Manual (2010) §2.07. This is where you summarize and analyze the data you have collected. There are numerous ways to present data. Don’t fudge, rather focus on the facts, just the facts. In this section you write about summary results like central tendencies (means, medians, modes). Put your raw data in the appendix (Appendix F & G). Mention all relevant summary results “including those that run counter to the [your] hypothesis” (APA, 2010, p.20). If you find negative results, so be it.

Although action research is generally qualitative and descriptive, there are times when quantitative analysis is necessary. Avoid using sweeping statements like “the data shows a direct correlation between the computer class and writing workshop” when you have not done a statistical analysis. Refer to Appendix H for a quick guide to statistical analysis. One example of a statistical analysis is the *chi* square (*X2*) which is used to compare two variables with two or more categories. The proportions of the two variables are represented in a contingency table. The chi-square test examines whether there is an interrelation between the two variables or not. Responses to “Do you own a computer?" are categorical because they yield nonnumerical data such as "yes” or "no." In contrast, responses to such question as "What is your G.P.A.?" are numerical. Numerical data can be either discrete or continuous. Table 1 illustrates the differences between these two variables.

Table 1

*Differences between Two Variables*

|  |  |  |
| --- | --- | --- |
| **Data Type** | **Question Type** | **Possible Responses** |
| Categorical | Do you own a computer? | yes or no |
| Numerical | What is your GPA? | 1,2,3,4 |

Project the data you collected using tables or figures to supplement your text. As the Publication Manual (2010) states, “[t]ables and figures enables authors to present a large amount of information efficiently and to make their data more comprehensible” (p.125). Tables are often preferred to show quantitative data because they provide exact information. Figures are for estimation of values, and if well-designed, figures can convey a quick glance of an overall pattern of results. To be sure, the actual raw data or individual scores, and students’ work samples, your observation notes and other work product belong to the Appendix G.

*Tables.*  The Publication Manual (2010) points out that quantitative data is more easily understood when presented in tabular form. Therefore, if you have quantitative data, use tables to provide exact values and to efficiently illustrate main effects. In the text, refer to all tables by their numbers as shown in Table 2. Number all tables consecutively in Arabic numerals throughout the report. See the examples in the Publication Manual (2010) on pages 129-149. Keep your tables and their accompanying text in close proximity to each other, preferably on the same page. If not, then you must refer to the location of your table on the following page or previous page. It is important that you do not split your table in two pages. On the same token, the caption and the table must also be on the same page.

Table 2

*Insert Descriptive Italicized Caption here*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pretest Mean Scores | Posttest Mean Scores | Difference |
| Control Group A – F2F | 76 | 97 | +21 |
| Experimental Group B - Online | 85 | 70 | -15 |

*Figures.* Graphs, charts, photographs, maps, and drawings are all figures that illustrate interactions and comparisons. They must enhance, rather than duplicate the text. You will find several examples in the Publication Manual (2010) pages 152-160. Choose the type of figure that will convey a memorable image of the overall patterns of your findings. Moreover, keep your figures clean and simple, free from extraneous detail. Present the information in an orderly fashion. For instance, horizontal (*x*) and vertical (*y*) axes should be consistent in using comparable units of measurements from small to large values. In the text, refer to figures by their numbers. Number all figures consecutively in Arabic numerals throughout the report. Like the tables, try to keep figures and their accompanying text in close proximity to each other, i.e. same page; but unlike the tables, the caption of the figure is placed below the figure as shown in Figure 1. Notice that the caption for Figure1 goes below the chart, whereas the captions for Tables 1 and 2 are placed on top. Also notice the use of italics and capitalization.

*Figure 1.*  Insert the title of your figure here ending with a period.

This text is inserted here as a filler and an example. It is bad form to end a section with a table or a figure. To help you determine whether or not to use tables or figures, see checklists on pages 150 and 167 of the Publication Manual (2010).

Discussion

This is still action assignment 5 in EDT 657 and this is where you qualify your findings. Refer to Publication Manual (2010) §2.08. As the Publication Manual (2010) recommends, “open the discussion section with a clear statement of the support and nonsupport for your original hypothesis” (p.35). If results were not as you expected or hoped for, offer *post hoc* alternative explanations. Point out policy and pedagogical implications gleaned from your research. Link theory from your literature review to your current practice. As the Publication Manual (2010) emphasized, “[s]imilarities and differences between your results and the work of others should be used to contextualized, confirm, and clarify your conclusions” (p.35).

Limitations

This is a good place to mention any shortcomings and weaknesses of your study. Despite of it all, do you think the results of your action research are significant and noteworthy?

Reflection

This is Action Assignment 6 in EDT 657. After analyzing your data and summarizing your findings, this is where you give your personal opinions and biases, if any. Now is the time to look back and evaluate your experience of the action research process. Recall your struggles and successes, expectations and disappointments, assumptions and realizations while conducting the study. Did you note any changes among the participants, for better or worse, including yourself? How did your intervention, i.e. the action research project, affect the lives of your students and your colleagues? How did it affect you?

Recommendations

What new questions arose as you were conducting your study? What research questions would you recommend for further investigation? If you were to do the same study, what would you do differently? What specific changes would you recommend? For the benefit of future researchers, it behooves you to make recommendations on how to improve the research in terms of validity, reliability, and generalizability (Publication Manual, 2010).

Future Plan of Action

This is where you put the “action” in your action research. Discuss the implications of your findings here. What will you do next? Do you intend to present it to your school district? Will you share your findings? Do you plan to publish this report? If yes, where, when and how? If no, why not?

End your final report with a concluding paragraph, where you recap your report. You must have a summary statement that restates your hypothesis or your conclusions in a fresh way and a clincher that leaves your reader with a final thought that creates a lingering impression.

*Disclaimer*. This template, written by Aïda Michlowski, PhD, JD adheres to the APA format and style as written in the Publication Manual (2010). However, if you find a discrepancy between this template and the manual, consult with your Action Research instructor. After all is said and done, it is our hope that by going through the grueling experience of actually doing a research project and writing a major paper like a thesis, that you learn to appreciate the rigor and power of data. And may you, the teacher/researcher remain a lifelong learner and be inspired by Samuel Johnson’s quote - “what we hope ever to do with ease, we must first do with diligence.”

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APPENDIX A*.* IRB Approval *(insert copy of ORSP email below)*

Researcher Name: **Your Name Here**

Your project titled *“****Insert******Title Here****”* been reviewed by the Marian University Institutional Review Board for the Protection of Human Subjects (IRB).  It has been determined that under rules governing protocol review, the project qualifies for expedited review and is approved for one year without modification.

* If you should make any future changes in the protocol involving 1) method, 2) subjects, 3) informed consent, and/or 4) subject identification, you must submit a protocol modification. Instructions for protocol modification may be found in the IRB GUIDE available at the ORSP Compliance Web.
* The case number assigned to this protocol is **M0123450X**; please reference this number in all future correspondence.  You are responsible for maintaining all records related to this project for at least three years after completion of the research project.
* Your protocol approval is valid from **start date** to **end date**. By federal mandate, you will be required to submit an Annual Progress Report (APR) to the IRB. Approximately 60 days before your protocol approval period ends, you will be sent an APR form.  This form should be completed and returned to the Office of Research and Sponsored Programs to disclose the status of the research and to extend the approval of the IRB for another year.  You are required to complete this form even if you have completed your research. If no further action is taken, ORSP will consider your action research project terminated.

Thank you for your attention to this matter. Please do not hesitate to contact the ORSP ([orsp@marianuniversity.edu](mailto:orsp@marianuniversity.edu), 920-923-8976) if you have questions or require additional information.

*Signature*, IRB Coordinator

Office of Research and Sponsored Programs

Marian University

45 S. National Avenue; Room A301D

Fond du Lac, WI 54935

Telephone: 920-923-8796

Fax: 920-926-2114

[www.marianuniversity.edu](http://www.marianuniversity.edu/)

# APPENDIX B. Signed Site Permission

DATE

Institutional Review Board

Marian University

45 S. National Avenue

Fond du Lac, WI 54935

Dear Institutional Review Board,

I hereby agree to allow PI(s) Name, from Marian Universityto conduct his/her research at Name/Location. I understand that the purpose of the study is to (state purpose of study).

By signing this letter of permission, I am agreeing to the following:

MU researcher(s) have permission to be on Name/Location premise.

MU researcher(s) have unrestricted/restricted access to the data collected to perform the data analysis both for presentation to Name/Location and for publication purposes.

Sincerely,

## Name of Authorized Individual, Title

*Name of Off-site Location*

APPENDIX C. Parent Consent Form

**Study Title:** [*Title as listed on IRB application*]

**Teacher/Researcher:**  Your Name

**Dear Parent/Guardian,**

You are being asked to allow your child to take part in a research study carried out by me, Your Name and my Research Advisor. Please read this form carefully, taking as much time as you need. Ask the teacher/researcher to explain anything you don’t understand. This study has been approved for human subject participation by the Marian University Institutional Review Board. You may refuse to give permission, or you may withdraw your permission for your child to be in the study at any time and for any reason. Your child will also be asked if he or she would like to take part in this study. Even if you give your permission, your child can decide not to be in the study or to leave the study at any time.

**What is this research study about?**

This research study is being done to find out if cell phones should be allowed in the classroom. We are asking your permission for your child to be in the study because he is in my English class where we will be using cell phones to text using appropriate words with correct spelling. Taking part in the study will take about two weeks which is the regular time schedule in our school calendar.

**What will my child be asked to do if he or she is in this research study?**

If your child takes part in the study, he or she will be asked to use a cell phone to text me, the teacher/researcher.

**Are there any benefits to my child if he or she is in this research study?**

The potential benefit to your child for taking part in this study is to learn how to netiquette, proper texting, and correct spelling.

**Are there any risks to my child if he or she is in this research study?**

The potential risks to your child from taking part in this study could be loss of time, inconvenience, discomfort and impatience which I will try to minimize by being well prepared and organized.

**Will information about my child be kept private?**

The data for this study are being collected anonymously. Neither the researcher(s) nor anyone else will be able to link data to your child. Furthermore, the data for this study will be kept private and confidential to the extent allowed by federal and state law. Although I do not intend to publish the results of this study, I may be asked to share my findings to my colleagues in general terms. The data for this study will be kept confidential in a locked filing cabinet and then destroyed after 3 years. My final report will be archived at Marian University.

**Are there any costs or payments for your child being in this research study?**

There will be no costs to you or your child for taking part in this study. Your child will be provided a cell phone during the class. Your child will receive no compensation for taking part in this study. If you decide to withdraw your permission or if your child decides to leave the study at any time, there will be no negative consequences.

**What are my child’s rights as a research study volunteer?**

Your child’s participation in this study is completely voluntary. Your child may choose not to take part in this study, choose not to answer specific questions, or leave the study at any time. There will be no penalty or loss of benefits to which you or your child are entitled to.

**Who can I talk to if I have questions?**

If you have questions about this study or the information in this form, please contact the teacher/researcher (*name and complete contact information: mailing address, e-mail address, and phone number(s)*. If you have questions about your rights or your child’s rights as a research participant, or would like to report a concern or complaint about this study, please contact the Marian University IRB Administrator at (920) 923-8796, or e-mail [orsp@marianuniversity.edu](mailto:orsp@marianuniversity.edu), or regular mail at: Marian University ORSP, 45 S. National Avenue, Fond du Lac, WI 54935.

**What does my signature on this consent form mean?**

Your signature on this form means that:

* You understand the information given to you in this form
* You have been able to ask the researcher questions and state any concerns and that the researcher has responded to your questions and concerns
* You believe you understand the research study and the potential benefits and risks that are involved for your child.
* You understand that even if you give your permission, you child may choose not to take part in the study.

**Statement of Consent**

I give my voluntary permission for my child to take part in this study. I will be given a copy of this consent document for my records.

Printed Name of Parent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent Date

**Statement of Person Obtaining Informed Consent**

I have carefully explained to the parent of the child being asked to take part in the study what will happen to their child.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of his or her child’s participation.

I also certify that he or she:

* Speaks the language used to explain this research
* Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her
* Does not have any problems that could make it hard to understand what it means for his or her child to take part in this research.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Person Obtaining Consent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Person Obtaining Consent Person’s Role in Research study

APPENDIX D. Child Assent Form

*(For 11-14 year age range in social/behavioral studies)*

**Study Title**: [*Title as listed on IRB application*]

**Researchers**: [*Insert names*]

I am doing an action research project as part of my graduate studies at Marian University*.* I am inviting you to take part in this research study. Your parent(s) know I am talking with you about the study. This form will tell you about the study to help you decide whether or not you want to take part in it.

**What is this study about?**

In this study, we want to learn about [insert research focus]

**What am I being asked to do?**

If you decide to be in the study, you will [insert activities]

**What are the benefits to me for taking part in the study?**

There may be no direct benefits except perhaps learning [insert benefits]

**Can anything bad happen if I am in this study?**

The potential risk to you is loss of time, inconvenience or discomfort in [insert]

**Who will know that I am in the study?**

We won’t tell anybody that you are in this study and everything you tell us and do will be private and confidential. Your parent/guardian may know that you took part in the study, but we won’t tell them anything you said or did, either. When we tell other people about what we learned in the study, we won’t mention your name or that of anyone else who took part in the study.

**Do I have to be in the study?**

No, you don’t have to be in this study. The choice is up to you. No one will get angry or upset if you don’t want to do this. And you can change your mind anytime if you decide you don’t want to be in the study anymore. However, even if you decide to not be in the study, you will still take part in the class activity but your test scores and answers will not be used in the study.

**What if I have questions?**

If you have questions at any time, you can ask me and you can talk to your parent about the study. I will give you a copy of this form to keep. If you want to ask me questions about the study, call or email my research advisor *(name of contact person, local phone number and email address)*

The Marian University Institutional Review Board has reviewed this study to make sure that the rights and safety of people who take part in the study are protected. If you have questions about your rights in the study, or you are unhappy about something that happens to you in the study, you can contact them at (920) 923-8796 or [orsp@marianuniversity.edu](mailto:orsp@marianuniversity.edu).

Do you have any questions about the study now?

IF YOU WANT TO BE IN THE STUDY, SIGN AND PRINT YOUR NAME ON THE LINE BELOW:

*(If relevant: Put an X on this line if it is okay for us to record you \_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sign your name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print name of student giving assent

**Statement of Person Obtaining Assent**

I have carefully explained to the child taking part in the study what he or she can expect.

I certify that, to the best of my knowledge, the child understands the purpose, procedures, potential risks and benefits of the study and his or her rights as a participant.

I also certify that he or she:

* Speaks the language used to explain the research
* Reads well enough to understand this form or, if not, this child is able to hear and understand when the form is read to him or her
* Does not have any problems that could make it hard to understand what it means to take part in this research.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of person obtaining assent Date

APPENDIX E. Sample Questionnaire

Directions: Briefly explain the purpose of survey or questionnaire. Clearly state what you want the respondent to do (e.g., complete the form and return it on or before insert deadline date to your name by indicate mode of communication). Thank them for responding.

Demographic Data: (for statistical purposes only)

Gender: Male Female

Age Group: Below 20 20-30 30-40 40-50 Above 50

Experience: Less than 5 5-10 11-20 21-30 More than 30

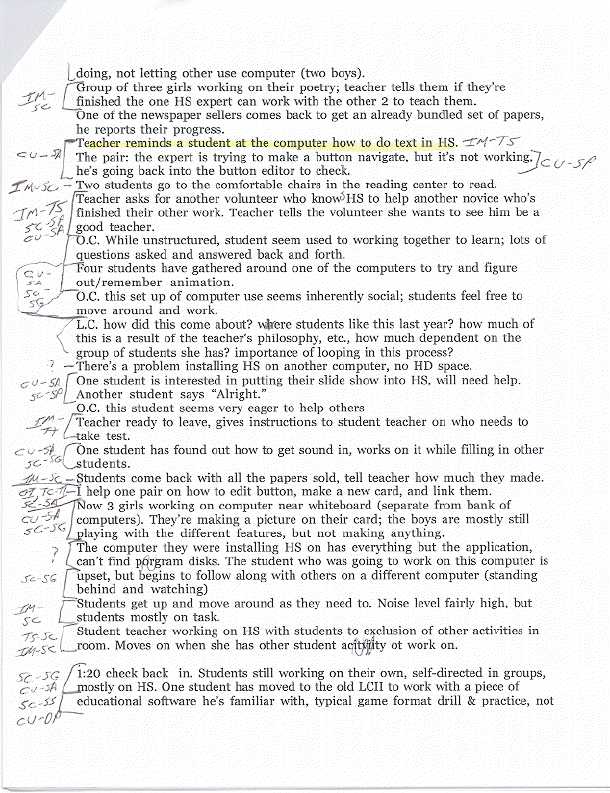
Five Category Likert Scale:

1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent

1. Is your survey readable? 1 2 3 4 5
2. Are your questions worded clearly? 1 2 3 4 5
3. Did you use any jargon? 1 2 3 4 5
4. Is your form properly aligned? 1 2 3 4 5
5. Is your form properly spaced? 1 2 3 4 5
6. Is your questionnaire too long? 1 2 3 4 5
7. Will you safeguard confidentiality? 1 2 3 4 5
8. Do you have a coding system ready? 1 2 3 4 5

N.b.: Before distributing your questionnaire, check for errors and make sure the format is easy to read and the directions easy to follow. As much as possible, keep your questionnaire short and simple without glossing over valuable information.

APPENDIX F. Observation Notes



APPENDIX G: Raw Data

In this page, insert a copy of your work product- tallies and tabulations. For confidentiality, take care not to identify your participants by name. The presentation of your raw data may take the form of a table or spreadsheet. Another way is to scan the manually-written raw data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Pretest | Posttest | Difference | Comments |
|  |  |  |  |  |
| A1 | 45 | 55 | +10 |  |
| A2 | 43 | 44 | +1 |  |
| A3 | 49 | 49 | 0 |  |
| A4 | 47 | 43 | -4 |  |
| A5 |  |  |  |  |
| B1 |  |  |  |  |
| B2 |  |  |  |  |
| B3 |  |  |  |  |
| B4 |  |  |  |  |
| B5 |  |  |  |  |
| C1 |  |  |  |  |
| C2 |  |  |  |  |
| C3 |  |  |  |  |
| C4 |  |  |  |  |
| C5 |  |  |  |  |
| D1 |  |  |  |  |
| D2 |  |  |  |  |
| D3 |  |  |  |  |
| D4 |  |  |  |  |
| D5 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

APPENDIX H. Quick Guide to Reporting Statistical Results

Source: <http://www.iusb.edu/~gmetteta/Quick_guide_to_reporting_s.html>

Although AR is generally qualitative and descriptive, there are times when statistical tests are performed. In most cases, this information is described in the Results section. If you have a lot of repetitive tests with similar results, or if you have a complicated set, you may want to make a chart and refer to it in the results. In this section you just tell what you found. Although this may sound very dry; you need to report this to show the reader how you analyzed the data. This is your evidence for the conclusions you reach in your discussion section.

The general format is:

significance test (degrees of freedom) = test result, probability level

EXAMPLES

Descriptive statistics:

On the question of time spent on homework, girls spent an average of 35 minutes a night, while boys spent 28 minutes a night. (See table 1 for a grade-by-gender description.)

78% of the children asked for some homework assistance from their parents each night.

(Often tables or bar graphs are the best way to present a lot of descriptive data. Then you can describe it briefly in the text and refer the reader to the chart.)

Correlation:

Grade level and the amount of homework assigned were strongly correlated.

Grade level and the amount of homework assigned were highly correlated, r(120)=.45, p<.01.

r : sign for a correlation

(120) : degrees of freedom, number based on number of subjects.

=.45: the correlation coefficient. Will be between -1.00 and +1.00.

p<.01: the significance level, usually is .05 or .01. If not significant, put N.S.

T-Test:

Girls worked significantly longer than boys on their homework.

Girls worked significantly longer on their homework (M = 35) than did boys (M = 28), t(120)=2.73, p<.01.

t : sign for a t-test

( ): degrees of freedom, in this case 120

=2.73: the t score, given on printout

p<.01: the significance level

M = 35: the mean (average) score for girls

For help on the T-test, go to

Analysis of variance:

On the variable of amount of time spent on homework, fourth graders spent the least time, seventh graders spent an intermediate amount, and tenth graders spent the most time on homework.

On the variable of amount of time spent on homework, fourth graders spent the least time (M = 18 minutes), seventh graders spent an intermediate amount (M = 31 minutes), and tenth graders spent the most time on homework (M = 39 minutes). These differences were statistically significant, F(2,120) = 6.22, p<.05.

F : sign for an analysis of variance test

(2,120) : degrees of freedom, based on number of subjects and number of groups. On printout

= 6.22: the F score, on printout

p<.05: the significance level, on printout (Again, use "N.S." if not sig. at .05 or better)

M = : the mean (average) scores for each group

For more information on ANOVA, go to <http://www.csse.monash.edu.au/~smarkham/resources/anova.htm>

Chi square:

Girls were significantly more likely than boys to complete their homework assignment, X2 (1) = 4.3, p<.05.

X2 : sign for a chi square test

(1) : degrees of freedom, based on number of groups

=4.3 : the chi square score

p<.05 : the significance level

For a free chi square distribution calculator, go to <http://www.stattrek.com/Tables/ChiSquare.aspx?gclid=CKby3fyC55kCFYJM5QodTx6oSA>

Multiple tests (lots of t-tests, correlations, etc.)

There were significant differences between girls and boys on eight of the ten measure of homework completion, with the girls outperforming the boys on all but "assistance sought" and "final grade". Please refer to table 1 for a listing of t scores and means. (Make a table of the information)