

Appendix B

for a different organizational framework

*Formatting of the thesis document must be consistent with the current document January 2020 – use Appendix A Template

TITLE: Must accurately reflect the focus and scope of the study. If you have written permission to name the sites, include them in the title.

NOTE:

Discussions **MUST** be grounded in the literature.

Use the current APA 7th ed format –

see Styles and Formatting document January 2020)

Headings identified below for each chapter are required to organize the proposed research study (as identified in the framework)

Use **FUTURE TENSE** for Proposals; **PAST TENSE** for reports of completed research (i.e., thesis)

Use **FIRST PERSON ACTIVE VOICE** for both the proposal and the thesis (e.g. use “I will” ... or “I did” ... (NOT “it will” or “it was”). First person is more authentic in education research and required in APA, 2019, 7th edition – p. 61, Sec.4.2.

Chapter One: INTRODUCTION

(NO second heading ‘Introduction’)

Start with something like

Rationale /Significance of the study

- Why is the time and effort to study this problem warranted?
- Why is it important to study this? Important to whom? And why??

Researcher' s personal rationale (situationally)

- why is this important to YOU? Why are YOU interested in this topic – declare your world view and ground in the literature i.e., how and why this lens is appropriate to your study e.g., see Creswell
- who are you? Situate yourself in the context of the study
- provides the reader with the insight on where YOU are coming from in the analysis etc. (i.e., what is YOUR lens?)

Research Questions :

- Overall research question only – specific research questions should be addressed in in Chapter 3 so as to prevent duplications
 - overall research question that the specific questions together will address/answer
 - You may want to point out that the specific research questions will be addressed in chapter 3
 - (Hypothesis is used primarily in experimental designs)

Theoretical Framework

- what is/are the theory(ies) that you are testing out in your study/of building on (e.g., learning theories, specific theorists' proposals regarding the topic and WHY it/they is/are appropriate to your study (Option: you can discuss the theoretical frame(s) in detail here in chapter 1 or provide an overview of it/them and then do a detailed discussion in chapter 2 (lit review)
- if there has not been much research done in this area, your work may be trying to establish grounded theory –

- strengths and weaknesses of the research design and methods you chose for your study and different research methods that you might have used in your research
- this part may be dealt with in Chapter 3 instead

Summary of Chapter 2 and Outline of remaining chapters

It is very useful to include here a table listing the research questions that drove the study in first column and then in a second column identify the SOURCES of the data that contributed to the answer to that question (e.g., Q 2, 7 and 9 of Table 1 in page 6 of 63 (QR) 134)

- describe steps taken to reduce potential bias and weaknesses (e.g., interviewee validation of transcripts, identification and/or validation of identified themes by one or more experts besides the researcher.
- MAIN limitation may be the NON-generalizability of findings depending on your sample size, method and representativeness of the population

Ethical Issues/considerations

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CHAPTER FOUR*: FINDINGS AND ANALYSIS OF THE FINDINGS

Introductory paragraph - briefly link back to purpose of the study, methodology without being repetitious

Description of site/ context - ONLY if NOT done in chapter 3 - in enough detail to be meaningful to the readers

- whether or not this is representative of the larger context

Description of participants – this may be done in Chapter 3 or 4 but should not be repetitious.

- brief description of the context (e.g., institution) where the study was conducted or “site visits” conducted
- description of the demographics of participants
- response rate, participation rates (i.e., how many of those who consented to participate actually did so), withdrawal numbers if any
- demonstrate that the participants are representative of the population they came from
- IMPORTANT – remember to adhere to non-identifiability principle for both the site(s) (unless you have received written permission to name), and all participants (pseudonyms are more interesting, but codes are OK as well)

Findings

- using the specific research questions as an organizing framework is very useful
 - e.g., Heading: Research Question No. 1 asked “.....”
‘Data to answer this question were derived from’ (unless you have already stated that in a table in chapter 3)

then describe the findings relevant to this question

analyze the findings in relation to the literature reviewed - where are they consistent with or inconsistent with the literature?

identify “surprises” and/or new findings not found in YOUR literature review; findings that you did NOT expect and lack of data that you did expect

loop back to the theoretical/conceptual models that ground your study – how are your findings consistent with or different from the theoretical grounding, or what do your findings add to the theoretical foundations?

(Note: You can have more than one chapter for the findings based on themes (data/findings) usually organized by type of data or type of informants)

- Analysis can also be done in Chapter 5 instead of in chapter 4 or in more depth than in Chapter 4 – but this may create difficulties with the need to repeat findings
- Summary of findings (can also be done in Chapter 5 instead)

CHAPTER FIVE: DISCUSSION AND IMPLICATIONS

or