Welcome to the Master of Education in Inspired Teaching and Learning Specialization program. Candidates will gain experience, professional knowledge and skills when identifying, examining, implementing and evaluating sustained best practices for the education of learners in public school classrooms through content learning. Each course for the specialization will provide course-embedded Research Practica I, II, and III.

This Handbook serves as a tool kit to provide a focused approach to planning research with specific components of the requirements for the Capstone. You will begin the journey with Course #1 and research practicum 1, then Course #2: research practicum II, and culminating with the final research proposal in Course #3 research practicum III.

During the first course, you will have a one on one meeting with the instructor to examine your areas of interest in the field of education and to develop a research plan. During subsequent courses, you will continue to meet at the beginning of each course with the instructor one on one, to examine previous work and to determine next steps for the research plan. You will also begin to think about different ways to conduct research in the field of education and related services.

Thorsos, N. J. (2019)
Scholarly practitioners, in the field of education, typically do not conduct research in a vacuum and thus seek out other members of the community to discuss, plan, and share ideas with the common goal of constructing knowledge. During course #1, you will connect and establish partnership with a critical friend (CF). You and your CF will continue with journey together during the writing process of producing a research proposal draft. We, the instructors, see our role as partners throughout your journey in the Master of Education in Inspired Teaching and Learning.
## Course #1
### Research Scope and Sequence

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Thorsos, N. J. (2019)
Course #1
Week 1

Topics for the Week:

- Set up Research Articles Data Base for Research in APA
- Library field trip
- Understanding Action/Practitioner Research
- Self-Check: Philosophical educational beliefs
  - What are your beliefs as a teacher regarding your field of education (Philosophical assumptions and beliefs)
  - What are the current trends in the field?
- Begin curating articles

Resources: Please see Padlet or Symbaloo for ITI Research
https://padlet.com/nthorsos1/i5ltl1i4ex70

https://www.vchri.ca/i/pdf/WritingQualitative.pdf

Setting up a Database for Articles & Books in APA Format

Understanding what educational research is

Research is . . .
- Systematic
- Intentional
- Self-critical Inquiry made public

What are the critical factors for all effective research approaches, formal or informal?
- Recognizing “good” questions
- Appreciating what’s at stake
- Valuing creative, discerning ways to find out
- Gaining greater insights with added reflection
- Sharing effectively with others

What basic steps do educational researchers take?

Thorsos, N. J. (2019)
1. **Identify a real concern**, something you wonder about or want to find out.
2. **Break down the concern** into a number of related questions.
3. **Draw up a list** of the kinds and amount of information that you need to gather in order to answer your various sub-questions.
4. **Read about** how others have investigated the issue in your questions.
   - **Talk with** colleagues to get their ideas and suggestions.
5. **Plan** for:
   - The ways you will gather information
   - The ways you will examine, or analyze, the findings
6. **Set time** to pursue your plan, to gather information and examine the findings.
7. **Share** your tentative interpretation of the findings with others.
   - **Listen** to others feedback, concerns, and suggestions.
8. **Go back and look again** – in new ways, in new situations—for more evidence.
9. **Use your findings** to confirm or improve your data by sharing those involved in the study and in the field (Handscombe, 1994).

### Why should I value the added time and work of doing research?
- Develop subtler, informed insights into the conditions and complexity of special education and related services.
- Strengthen your commitment to improve special education and related services.
- Increase your own critical and creative problem-solving abilities.
- Model for your own students and colleagues an active process-oriented pursuit of learning.
- Set up opportunities to further explore your professional practices.
- Develop your “literature voice” in sharing insights with colleagues (Stremmel, 2007).

### What beliefs do I need to acknowledge in guiding my research?

#### . . . About Being Professional Educators
We must critically examine our own practices and raise serious questions about what and why we are teaching. (Giroux, 2004, Darling-Hammond, 2009)

#### . . . About Curriculum for Teaching and Learning:
Curriculum is not a course to run. Rather, curriculum is meaning potential where knowledge is created, acted upon, and reacted at the point of experience. It provides opportunities for both teachers and students to experience themselves as learners, engaged together in inquiry in order to create, critique, and transcend their present realities. (Harste, 2014)

#### . . . About Characteristics of Collaborative Classroom Communities:
- Collaboration is found in all aspects of school life.
- Failure and uncertainty are shared, discussed, and examined in order to receive help, support, and insight.
- There is broad agreement on educational values.
- Members who collaborate tolerate disagreement; this disagreement can be frequent as teachers continually question and examine, and common purposes are shared and developed over time.

Thorsos, N. J. (2019)
The total person counts in collaborative cultures; interdependence is valued and diversity is valued (Sawyer, 2007).

My Theoretical Beliefs (Assumptions)

...About Learning
...About Learners
...About My Professional Role
(Cochran-Smith, 1993)

Different Viewpoints on Educational Research and Research on Education and Related Services:

Different perspectives of the paradigms

<table>
<thead>
<tr>
<th>Knowledge comes from the outside to a teacher</th>
<th>A. Quantitative Process-Product Viewpoint</th>
<th>➢ A linear model of seeking discrete quantitative data on cause (What is taught) and effect (What is learned). ➢ Teacher considered technician implementing other’s findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge comes from the outside and from researchers working inside the classroom or educational context</td>
<td>B. Qualitative-Interpretive Viewpoint</td>
<td>➢ Extensive analysis of “rich” descriptions shed light on complexity of meanings and interactions of concepts.</td>
</tr>
</tbody>
</table>

Thorsos, N. J. (2019)
Teacher sees self as a professional and valued research contributor to knowledge about teaching and learning.

Knowledge comes from the inside which can enhance what comes from outside.

C. Educational Research Viewpoint
A Model from Teacher-Action in Classrooms
(Varied Interpretive Studies)

Systematic, self-critical inquiry into classroom contexts where theory and practice merge.
Teacher seen as a professional, making decisions on varied strategies in response to developmental processes of learning.

Teacher Research: Basic Types
M. Cochran-Smith & S. Lytle Inside/Outside

Empirical Types of Research: Teachers collect, analyze, and interpret specific data collected.

Type 1: Journals
Teachers use journals to account for classroom life over time, including:
- Records of observations.
- Analyses of experiences.
- Reflection & interpretations of practices.

Type 2: Oral Inquiries
Teachers orally share with others their examinations of classroom & school issues, contexts of teaching, texts and materials used, and experiences with students in order to:
- Collaborate on analyses and interpretations and
- Explore relationships between cases and theories

Type 3: Classroom/School Studies
Teachers explore practice-based issues using data based on observations, interviews, and collections of documents or products which stem from or generate questions of wonder, or inquiry.
Conceptual Types of Research: Teachers analyze their philosophical viewpoints or ideas.

Type 4: Essays
Teachers write out their interpretations of the assumptions and characteristics of classroom and school life or research itself, including
➢ Their reflection on students’ work, their own work in the classroom
➢ Published materials, professional literature, or others’ research, and
➢ Their selection of specific examples that warrant their general assertions

Approach to Classroom Research: Being Co-Researchers

The Critical Friend=Co-Researcher

It is essential to include a Critical Friend (CR) in the process. You are required to connect with a peer in the course and establish partnership with a CR. Costa & Kallick (1993) explain a critical friend provides feedback to an individual—a student, a teacher, or an administrator—or to a group. A critical friend, as the name suggests, is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend.


- Listen well
- Pursue questions collaboratively
- Share information, and
- Critique each other’s interpretations
- Clarify ideas

But deeper learning will occur and more complex understandings will develop if CFs interact in contexts in which, in dialogue, there is
- a sharing of expertise.
- a respectful challenge to superficial ideas, and
- an intermingling of different perspectives

Methods of Action Research

There are many methods to conducting action research. Some of the methods include:

- Observing individuals or groups
- Using audio and video tape recording
- Using structured or semi-structured interviews
- Taking field notes
- Using analytical memos *
- Using or taking photography
- Distributing surveys or questionnaires


Analytic memos are write-ups or mini-analyses about what you think you are learning during the course of your evaluation. They are typically written both during and after data collection. They can be a couple sentences or a few pages in length; whatever is needed to flesh out concepts and patterns that may be emerging in the data.

Throughout your evaluation you should step back and write about not only the process of collecting data, but more importantly, what you are seeing in the data (or not seeing). Memos can be summaries of your major findings or they can be comments and reflections on particular aspects of your evaluation. Writing memos also provides an outlet for you to think about any additional data that would be helpful to collect in order to fully “Tell Your Story.”

Thorsos, N. J. (2019)
Why Are Analytical Memos Important? Writing analytic memos is a critical aspect of effectively analyzing qualitative data (e.g., key informant interviews; focus group interviews; observations; document reviews, etc.) and can help immensely in writing your results. Essentially, it provides the basis of your analyses that you will end up including in your final report.

Researchers can also use more than one of the methods above to assist them in collecting rich and meaningful data.

While there are various methods to conducting action research, there are also various types of action research in the field of education, including individual action research, collaborative action research and school-wide action research. For example:

- **Individual action research** involves working independently on a project, such as an elementary school teacher conducting her own, in-class research project with her students.
- **Collaborative action research** involves a group of teachers or researchers working together to explore a problem that might be present beyond a single classroom, perhaps at the departmental level or an entire grade level.
- **School-wide action research** generally focuses on issues present throughout an entire school or across the district. Teams of staff members would work together using school-wide action research. As you can see, action research can be used in many educational settings.

Please visit the link below and watch the video: Action Research or go to the Padlet

Visit the link and read:

**The Action Research Process**

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

http://www.nefstem.org/concept_card.htm

How do you start this process?

REFLECT       IDENTIFY       CURATE       BRAINSTORM       SOLUTION       FOCUS

Thorsos, N. J. (2019)
Preparation:
In the preparation stage of action research, you are deciding on the focus of the action research project by narrowing down to carefully selected topic. After reflecting on your work, you’ll identify areas that you would like to improve your practice. Choose an area where you have control over the outcome and you can try a new approach after reading and talking with others about an approach to the problem that is likely to be effective. You may need resources and the cooperation of colleagues in order to continue with the approach you have selected. This is the stage where the background work and decision-making happen.

1. Reflect on your own teaching practices or an area of your field that concerns you as a practitioner or administrator.
2. Identify a problem or areas for improvement in your own teaching practices or in your field. Is this problem measurable?
   - Can you determine if there will be a change?
   - Is this an area where you have direct control over the changes and improvements?
3. Curate information on what is already known in the field about the specific problem you are targeting. You can do the following to find out what is already known:
   - Interview other teachers who are considered as experts and or are experienced in the field.
   - Talk to other practitioners or colleagues about your inquiry and concerns.
   - Contact the librarian and ask for assistance to search for topics related to your area of concern.
   - Complete a literature review
   - Work on looking for information and background to the problem. Conduct informal surveys.
4. Brainstorm at least 7-10 possible solutions to the problem.
5. Develop a list and include rich details for each solution.
6. Be as realistic as possible. Select a realistic solution.
7. Consult your critical friend.
8. Make sure to examine the pros and cons.
9. Develop a research question

REFLECT
Start by reflecting on your day-to-day experiences in the classroom. Do this by stepping back and taking time to observe students in the learning environment.

This may be accomplished by videotaping yourself while teaching a lesson. Then, by reviewing the tape, evaluate the teaching and students simultaneously. Dig deep and ask yourself these things:

Why do I do things in a certain way? Why are certain programs used? Are there things that could be done differently?

If you could wave your magic wand and instantly change something that professionally concerns you, what would it be? Are there things you would like to try? What do you think would help you do your job better?

**Where do I start?** "What is my concern in my practice?" is where you begin. It should be a concern that YOU can do something about. It should not depend on others. Notice that the word "concern" calls attention to personal values, and you should select some aspect of your teaching that relates to what is important to you about your students' learning.

It would be very helpful to discuss your concern with fellow educators in your school, to let them help you focus your concern, and to let their concerns help you find yours. If two or more people have similar concerns, so much the better!

**IDENTIFY**

**Identify a problem or area for improvement in your own teaching.**

After reflecting on student learning and teaching, now ask yourself is there a practice, issue (ex. resources or time), or behavior you can improve? Is there a problem you can solve? Is there something you can change that might help to enhance understanding for your students? Are you able to identify strengths and weaknesses in your school or program? What do you hope to change and why? Once you have an idea of something that can be improved, ask yourself these questions.

- Is there some way to measure the problem such as: student test, audio or videotape, survey results, other statistics or sample?
- Do you have control over any aspect of the problem?
- Is the problem something that is manageable and practical?
- Is it something you can apply now?
- If you answered "yes" to the above questions, proceed to step three. If not, go back to the beginning of step two.

Thorsos, N. J. (2019)
LEARN

You can interview experts that have had similar problems and find out the things they have tried. You might also discuss the problem with other teachers you work with and find out if they are having similar issues. How have they handled it? Watch relevant videos and/or explore literature to find out if any information exists about the problem you are dealing with. You might choose to gather information by doing background surveys. Search the Internet to find out information that is available in the area you wish to explore. Read book chapters, articles, research journals, and reports.

After you have explored your topic and gained enough knowledge to feel comfortable to move forward, you should begin to brainstorm.

BRAINSTORM

In step 4 of preparing to do action research, you will need to think about the problem/concern you will be focusing on and brainstorm as many solutions to improve the problem/concern. Maybe when you were exploring the different sources for information on your problem/concern, you came across something you would like to try. Continue to think about as many different ways to address the problem until you come up with at least 5 or 10 solutions.

🤔

What is my next step?

Once you find a focus, the next question is "What am I going to do about it?" Ask yourself if there is some relatively modest change you could introduce that would improve the quality of their learning. If you need to know more before you implement a change, then talk with students and colleagues to get a sense of how they see the quality of learning. Remember, the concept: "Quality of learning," is very broad and depends on the context of setting and those involved such as students, parents, teachers, and administrators. Therefore, it is essential to

Thorsos, N. J. (2019)
SOLUTION

Select a possible solution for the action research project.

In this step, you will need to take a look at the brainstorming list and select a possible solution for the concern. You will need to formulate a hypothesis about the possible source of the problem and how to address it. The choice of the solution must be one that is obtainable.

Along with your strategy for a solution, you should also consider what you will be measuring or collecting to determine success (www.Nefstem.org).
Educational Research Designs/Methods

Main Categories:
**Quantitative**- Uses numbers and statistics; designed for objectivity
**Qualitative**: Analyses words and documents; acknowledges subjectivity

Many subcategories exist.

**Quantitative Designs**: Identifies a research purpose or question, often in the form of a hypothesis or prediction. Quantitative designs are **Designs that manipulate variables** (attributes that can change and be measured) ---

**Between Groups:**
- **Experimental**-comparison of “treatment” effects on groups; random assignment to groups
- **Quasi-experimental**- comparison of groups; uses intact groups
  - *Example*: compares the effects of two teaching strategies on mathematics achievement
- **Factorial**-studies interaction effects
  - *Example*: looks for differential impact of teaching strategies on sub-groups of students

**Within-Groups:**
- **Time Series**: studies effects of one treatment on one group over time
  - *Example*: impact of feedback on group achievement
- **Repeated Measures**: studies effects of more than one treatment on one group over time
  - *Example*: impact of feedback and group discussion on achievement
- **Single subject designs**-studies impact of intervention on one student or small group of students
  - *Example*: study impact of behavioral intervention

**Designs that relate or summarize variables**---
- **Correlation**: finds relationships among variables
  - *Example*: relationship between self-concept and achievement
- **Survey**: finds attitudes, opinions, or behaviors; looks for trends; uses questionnaires or structured interviews; often includes demographic information
  - *Example*: assess student attitudes toward science

**Qualitative Designs:**
- Collect data based on a “**central phenomenon**” to be studied, as the interactions in a third-grade classroom or lunch room behavior

Thorsos, N. J. (2019)
• Does not manipulate variables
• Uses observations, open-ended interviews, analysis of documents, analysis of audio-visual materials
• Applies codes to long text documents and lets themes emerge
• May result in theory development (grounded theory), description of culture (ethnography or case study), stories
• Researcher acknowledges his/her role in study
• Sampling is purposeful rather than random

Action research is a practical, dynamic process that an educator uses to improve his/her practice. It is practical and often collaborative. Action research may “mix methods” for data collection.

Setting up a Database for Articles & Books in APA Format.

Follow the steps for “How to Create a Reference Page and Citations in MS Word”

1. First, create a Bibliography in Word 2007/2010
   1. Click References tab
   2. Click Manage Sources on the Citations & Bibliography menu
   3. Either Copy sources from the Master List to the Current List or create New sources that will automatically be added to both the Master and Current List
      1. Sources in the Current List will be shown in the dropdown Insert Citation list. Make your selection.
      2. Enter information for each source.
   4. Once all your sources are entered, close the window.
   5. Select Style on the Citations & Bibliography menu and choose the APA style.
   6. Click the Bibliography dropdown list and select Insert Bibliography
   7. The bibliography will appear in your Word doc.
   8. Edit accordingly (most bibliographies are double spaced)

2. Then, create EITHER Footnotes OR In-Text Citations

To Create Footnotes

1. Click References tab
2. Click Insert Footnote from the Footnotes menu

Make sure your cursor has clicked the place in text where you want to cite the footnote

3. Word will direct you to fill in the footnote at the bottom of the page
4. Chicago Style footnotes/endnotes look like this:

First name Last name, “Title of Webpage,” Publishing Organization or Name of Web Sit in Italics, publication date and/or access date if available, URL

Thorsos, N. J. (2019)
Word will have the corresponding bibliography entry when you Insert Bibliography at the end of your paper.

To Create In-Text Citations

5. Click References tab
6. Click Insert Citation from the Citations & Bibliography menu and select appropriate source from the dropdown list
7. Make sure you have selected the appropriate style from the Style section of the Citations & Bibliography menu

Thorsos, N. J. (2019)
Course #1  
Week 2

Topic for week 2:

- Select a Topic
- Establish a Rationale for topic
- Explain the Relevance of the topic
- Self-Check: Why is this topic relevant to you to examine?

Assignment: Infographic

### Selecting a Topic, Establishing the Rational and Explaining the Relevance

سير للإشارة إلى المعلومات المتعلقة بالموارد المكتبة NU في Padlet.

#### Topics for Related Educational Research

### Bibliography


Thorsos, N. J. (2019)
Research Topics in the Field of Education:

1. The value of interactive journals for bilingual special education students in middle school.
2. The benefits of pre-writing drawing and peer collaboration for 4th grade students with learning disabilities.
3. Ways to increase parental involvement in school for students with disabilities in elementary school level.
4. Dramatization of stories to help 5th grade students with disabilities in the revision process of their writing.
5. How home-environment conditions affect homework assignments for adolescent students with disabilities.
6. The influence of personality traits on athletic motivation for high school students with disabilities.
7. The benefits of journal writing in math for middle school students with learning disabilities.
8. Incorporating “multiple intelligences” approaches in middle school, social studies activities.
9. Appropriate ways to create and use portfolio assessments in kindergarten.
10. The benefits of reading aloud with upper elementary students.
11. Using response/dialogue journals in 9th grade co-ed physical science classes
12. The effectiveness of simulation software for middle school students in social studies.

More Examples of Projects

Applying Adult Learning Principles in my Profession / my Organization / etc.
E.g., Develop, pilot, and evaluate an educational (CME, training) session based on adult learning principles

Thorsos, N. J. (2019)
Quality Improvement in my Organization / Unit / Profession /etc.
E.g., Develop/improve, pilot, and evaluate the effectiveness of a new educational tool or workflow process

Change – What does / do my Organization / my colleagues need most: Leadership, Operations Management, QA/QI, Remediation, Other
E.g., Develop, implement and analyze an EDS assessment survey
My own listing of potential topics of interest:

Curriculum Concerns

Institutional practices concern (referral process, behavior intervention, professional development, and others.)

Concerns regarding professional development for team members (paraprofessionals, related services, co-workers, and others).

Instructional teaching strategy concerns

Needs of particular students

Concerns for learning materials/ATT

Thorsos, N. J. (2019)
Course #1
Week 3

Topic: Research Question

Assignment: Webliography 11 Points

Instruction for Students

Create an annotated Webliography on topics related to your field.

A Webliography is much like an annotated bibliography which is a collection of sources on a topic, arranged alphabetically by the authors' last names, with a short summary (usually several sentences) that highlights the significance of the document for the purpose of your project.

A Webliography brings together as many on-line resources pertaining to a particular topic as possible. On-line resources such as Web sites, newspapers, magazines, blogs, online encyclopedias, digital archives, catalogs and online databases.

Search the Internet and select at least 20 web sites and evaluate them according to specific criteria, writing a short paragraph on each:

- Content
- Currency
- Reliability
- Bias

Try to include sites from a variety of domains:

- .com
- .org
- .edu
- .gov

Include the citation of each site in your paragraph in accordance with APA style guidelines; be sure to include the URL of each web site and the date that you consulted it.

Sample entry

Sample of an Annotated Webliography

The ATW (Association of Teachers' Websites) is an association of web sites created by the real experts - teachers. (K-13) http://www.byteachers.org.uk

Thorsos, N. J. (2019)
Awesome Library organizes the Web with 30,000 carefully reviewed resources, including the top 5 percent in education. [http://www.awesomelibrary.org](http://www.awesomelibrary.org)

EdHelper dot Com has lessons, lesson plans and study help for almost every discipline. (K-12) [http://www.edhelper.com](http://www.edhelper.com)

Lesson Plan Central is an educator's guide to Free Lesson Plans, Webquests, Worksheets, Student Links and Clipart. (All levels) [http://lessonplancentral.com](http://lessonplancentral.com)


Lesson Plans Page has 2,500 free lesson plans for all subjects. (K-12) [http://www.lessonplanspage.com](http://www.lessonplanspage.com)

Lesson Plan Search provides free, good lesson plans in all subjects. (K-14) [http://www.lessonplansearch.com](http://www.lessonplansearch.com)

**Steps in the process**

1. Run MS Word and your browser simultaneously

2. Use Google or your favorite search engine to find sites related to your personal resources brainstorm, sites that will help you to be successful in college and will help you to manage your life while you are in college.

3. When searching for resources sites, do a keyword search in your search engine. While searching, always place word strings inside of quotation marks in order to limit the scope of the search. For instance, if you want help with verb use when you are writing papers, you might search the word string (in quotation marks) “subject verb agreement” or “irregular verbs.” It is very important to put word strings inside of quotation marks while searching them with your browser.

4. Once you find a useful site you must

   1. copy or type the site title on a line in your MS Word document
   2. copy or write a description of the information contained at that site, using complete, grammatically correct sentences
   3. copy the site link (the URL) and paste it into your Word document
   4. keep each entry together as one paragraph per site (i.e., do not press enter until all the information for each site is collected)
   5. list the entries in alphabetical order

5. Copy and paste or type the URL for your course at the very bottom of your document

6. Save the document and name it *webliography*.

Thorsos, N. J. (2019)
NOTE: Your annotated webliography project will include at least 20 academic resources.

Framing and Refining a Good Research Question
Guidelines for Practitioner Research (Anderson & Herr, 1999)

How a good research question may find you!

Start the Process with some “Wide-aware living” Activities

- Sketch or Take photos of your Educational Learning Environment
- Take Wonder Walks all around the school campus or your job site.
- Engage in interviews on your topics of interest with: Teachers, Students, Parents, and Professionals in the field.
- Review your files of References: Articles, Conferences.
- Continue to Log Observations: Kid watching, group Watching.

Keep the Process Going

- Be Open for surprises: Consider exploring what seems most unusual or even inappropriate.
- Value your own best past experiences: Look for ways to bring in missing experiences.
- Change the question: Move to other perspectives, take a new position.
- Get closer to the learning process: Find out “the process story” behind an activity.
- Linger for a while longer: Look for further ways to extend learning.
- Cluster a group of related questions: Discover interesting connections.
- Self-check your own learner experiences: Notice how you work through learning.
- Look out for other teachers’ responses: Ask about their ideas, interests, and questions.
- Dig into special topic books: Read a book that goes into depth on implementing strategies.
- Invite students and or colleagues to self-question: Collect inquiry concerns from others.
Assessing a “Good” research Question

- Not a question about what I already know. Not a question for just proving I’m right.

- Not a big, existential question.

- Not a simple Yes – No Question

- Not just a static, status question.

- Am I clearly seeking a real need to know, “a revealing?”

- Am I setting a workable, concrete, now-in-time step of inquiry?

- Am I looking for discovery of complexity?

- Am I expecting added insights on developmental processes, on the dynamics of growth, on strategy awareness?

Continue to enhance your question

✓ Cluster sub-questions
✓ Change perspectives
✓ Get closer; Linger longer
✓ Connect in others’ suggested questions
Contextual Needs in Developing a Good Research Question

Resist stopping at big “Hot Topic” issues often found in news bulletins. Avoid:

➢ What’s good and bad about bilingual education?
➢ Why is there so much violence in schools?
➢ How can I get parents involved?
➢ Is phonics better than whole language?
➢ How should I teach reading?

To deal effectively with such “big issue” research interests educators need to

➢ design a large-scale, long term, complex study;
➢ do evaluation and synthesis of many different individual studies.

Educational researchers, need to refine and frame the potential of a good research question by seeking:

➢ Close up encounters with specific participants specific contexts of engagement

Finding a Focus for Your Research Inquiry

Finding a focus is the most difficult step a teacher researcher must take. There are many intriguing possibilities of seeking new understanding about the classroom, individual students, one’s own teaching role or educational practices.

Initial Concerns:

☑ Can I narrow the focus to one aspect, without violating the integrity of the whole?
☑ Will time constraints prompt the need to work with a short-term study?
☑ Do I have sufficient background awareness of issues and insights on topic?

Preliminary Options:

☑ Consider any needs to solve a particular problem
☑ Consider replicating a similar study in a new way or new setting
☑ Consider how study results will be used:
  For self, students, and/or parents
  For in-school, indirect recommendations or
  For a wider, professional audience

Further Guiding Directions:

Do I want to find out about...

☑ Group trends & patterns or Individual growth of learners
☑ Still, Photograph Shots or moving changing pictures of learners
☑ Products of work, thinking, feelings or processes of learning engagements
☑ How I am teaching, leading a team, providing services to my clients or parents.
  or how learners are learning or clients are responding to my interventions.

Summary of Issues for Focusing Your Question:

• Refining Questions: Deciding what to look at
• Refining Questions: Deciding what to look for
• Data Sources: Deciding where to look

Thorsos, N. J. (2019)
• Recording Data: Writing field notes
• Avoiding “Tunnel Visions:” Casting out a big net

(Patterson & Shannon, 1993)

More information on Finding and Forming a Focus for your research:

http://www.ipl.org/div/aplus/step3.htm

Thorsos, N. J. (2019)
## Guide Steps for Framing & Refining a Research Question

<table>
<thead>
<tr>
<th>Guideline Steps</th>
<th>5th graders, boy and girls, diverse cultural backgrounds in their language arts program working with daily writing journals + using “personal editing checklists”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a topic and a specific issue of interest for the Topic</td>
<td>Put the topic in a specific context</td>
</tr>
<tr>
<td>Grade level</td>
<td>On the roles for 5th grade students</td>
</tr>
<tr>
<td>Curriculum Program</td>
<td>On support roles for the Teacher</td>
</tr>
<tr>
<td>Activity</td>
<td>Specific Strategy</td>
</tr>
<tr>
<td>Specific Strategy</td>
<td>Set your orientation on who is in focus:</td>
</tr>
<tr>
<td>Student</td>
<td>What are the varied benefits and concerns for my 5th graders using personal editing checklists as a way to increase their independence and sense of valuing for editing?</td>
</tr>
<tr>
<td>Teacher</td>
<td>What different types of teacher supports are needed to help my 5th graders use personal editing checklists as a way to increase their independence and sense of valuing for editing?</td>
</tr>
<tr>
<td>Parent</td>
<td>What varied kinds of active roles can my 5th graders take in contributing to an implementing their personal editing checklists as a way to increase their independence and sense of valuing for editing?</td>
</tr>
<tr>
<td>Staff</td>
<td>What kinds of lessons can I learn from</td>
</tr>
<tr>
<td>Benefits</td>
<td>• Setting up,</td>
</tr>
<tr>
<td>Problems</td>
<td>• Implementing and</td>
</tr>
<tr>
<td>Differences</td>
<td>• Evaluating</td>
</tr>
<tr>
<td>Variations</td>
<td>Personal editing checklists with my 5th graders as a way to increase their independence and sense of valuing for editing.</td>
</tr>
<tr>
<td>Awareness</td>
<td>Remember:</td>
</tr>
<tr>
<td>Supports</td>
<td>• Avoid a simple Yes/No – based question; Look for discovery of complexity.</td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
</tr>
<tr>
<td>Signs of Growth</td>
<td></td>
</tr>
<tr>
<td>Strengths</td>
<td></td>
</tr>
<tr>
<td>…</td>
<td></td>
</tr>
</tbody>
</table>

### One Example

The writing process strategy of editing for spelling. Helping my students increase their independence and sense of valuing their editing for spelling.

### Remember:

- Avoid a simple Yes/No – based question; Look for discovery of complexity.

Thorsos, N. J. (2019)
- Avoid a big **Broad** existential-type question; Place your inquiry in a specific, concrete, now-in-time setting.

- Avoid a question for just proving you are right; Seek a real need to **know more**, to reveal new subtle insights.

**A Worksheet for Framing & Refining Your Question**

<table>
<thead>
<tr>
<th>Guideline Steps</th>
<th>Developing Your Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify a Topic And</strong> A Specific Issue of Interest for the Topic</td>
<td>The_________________________ Helping my students_________________________</td>
</tr>
<tr>
<td><strong>Put the topic in a specific context</strong> Grade level Curriculum Program Activity Specific Strategy</td>
<td>___________________________</td>
</tr>
<tr>
<td><strong>Set your orientation</strong> on who is in focus: Student Teacher Parent Staff</td>
<td>_____th graders,__<em><strong>cultural backgrounds in their_____program working with <em><strong><strong><strong>and using</strong></strong></strong></em></strong></em>. on _____th grade students on . . . . on . . . .</td>
</tr>
<tr>
<td><strong>Apply categories with a “what kinds of. . . “ question</strong> Benefits Problems Differences Variations Awareness Supports Strategies Signs of Growth Strengths …</td>
<td>What are the varied <strong>benefits</strong> and <strong>concerns</strong> for my <em><strong><strong>th graders in</strong></strong></em>___________________?</td>
</tr>
</tbody>
</table>
What different types of teacher supports are needed to help my ____th graders__________?

What varied kinds of active roles can my ____th graders take in ____________________?

What kinds of lessons can I learn from

- Setting up
- Implementing and
- Evaluating

Thorsos, N. J. (2019)
Different Options for Framing a Question
On a Research Topic of Interest

Topic of Inquiry:

<table>
<thead>
<tr>
<th>What more can I learn about . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping my ___ grade students</td>
</tr>
<tr>
<td>Use ____________________________</td>
</tr>
<tr>
<td>As a way to increase their . . .</td>
</tr>
<tr>
<td>Sense of value for . . .</td>
</tr>
<tr>
<td>In their . . . curriculum?</td>
</tr>
</tbody>
</table>

Possible ways to frame different questions on a specific topic:

☞ What can I learn from other practitioners who are using different strategy supports to help their students/clients gain more . . . ?

☞ Given a selected set of 3 recommended strategy supports, what can I learn about helping my X graders or client gain more . . . in their . . . ?

☞ What are the benefits and concerns in implementing . . . as one specific strategy support to help my X graders or client increase . . . ?

☞ What types of adjustments, additions, and further resource supports do I need to provide my X graders or clients in using . . . as a strategy to help them gain more . . . ?

☞ In trying out . . . as one new approach in my . . . curriculum program or action plan, what can I learn about
  • Setting up
  • Implementing and
  • Evaluating . . . ?
Developing Your Research Question and Sub-Questions Draft #1

A Broad Topic of Interest:  

A More-Specific Inquiry Interest:  

An Even More-Specific Context:  

Possible Question:  

Strategies for selecting possible Sub-Questions:

Reflect on your own Professional Role  
In what ways do I need to…  
• Provide different types of support?  
• Model more examples for the strategies?  
• Evaluate different types of signs of growth?  

Assess Learning Opportunities  
In what ways do I need to provide more…  
• Time for learning experiences?  
• Modes of learning engagements?  
• Social Interaction opportunities?  
• Choices available for learners?  

Recognize crucial Learning Objectives?  
In what ways do I need to recognize different…  
• Priorities of learning?  
• Developmental steps in the learning process?  

Consider Students’ Learning Perspectives  
In what ways do students show changes in their…  
• Awareness of the learning process?  
• Learning interests?  
• Learning strategy needs?  
• Attitudes towards learning?
**Further Examples of Developing a Refined Question**

**Example 1.**

<table>
<thead>
<tr>
<th>General Topic Area of Interest:</th>
<th>Development of Student Writing Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing a general category for a Research Question:</strong></td>
<td>What kinds of added support can I provide for 3rd graders in developing and writing stories?</td>
</tr>
<tr>
<td><strong>Refining the Question with more specific context and categories:</strong></td>
<td>In what ways will students benefit from peer conferencing about their story plans, the content of their first drafts and the conventions to check in editing?</td>
</tr>
<tr>
<td></td>
<td>In what ways will student benefit from connecting a content-area study, such as their science experience, to writing a story?</td>
</tr>
</tbody>
</table>

**Example 2.**

<table>
<thead>
<tr>
<th>General Topic Area of Interest:</th>
<th>Using journal writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing a general category for a Research Question:</strong></td>
<td>In what ways do 6th grade kids respond to and make use of journal writing?</td>
</tr>
<tr>
<td><strong>Refining the Question with more specific context and categories:</strong></td>
<td>Do their written products change?</td>
</tr>
<tr>
<td></td>
<td>Do they become longer?</td>
</tr>
<tr>
<td></td>
<td>Do they become more complex?</td>
</tr>
<tr>
<td></td>
<td>Do the topics and themes change?</td>
</tr>
<tr>
<td></td>
<td>Does their use of the writing process change?</td>
</tr>
<tr>
<td></td>
<td>Do they revise more than before?</td>
</tr>
<tr>
<td></td>
<td>Do they engage in any more prewriting?</td>
</tr>
<tr>
<td></td>
<td>Do they share their writing more?</td>
</tr>
<tr>
<td></td>
<td>Do what purposes do they share?</td>
</tr>
<tr>
<td></td>
<td>Do changes in journal writing show up in other writing?</td>
</tr>
<tr>
<td></td>
<td>In in-class writing assignments?</td>
</tr>
<tr>
<td></td>
<td>In outside assignments?</td>
</tr>
<tr>
<td></td>
<td>In any other types of writing?</td>
</tr>
</tbody>
</table>
*Needs-Assessment for Pursuing Research Question*

**Topic of Inquiry:**

**Research Question:**

**Related Sub-Questions**

Sub-Q 1: ?

Sub-Q 2: ?

Sub-Q 3: ?

**Self-Assessment of Personal Development Needs**

Make a list of your own background needs (i.e., needs for more information, experiences, or insights) to help you prepare for pursuing your Research Question

Need 1: 

Need 2: 

Need 3: 

**Search Descriptors**

Make a list of Key Concept Terms to use in a library or on-line search for other’s research

• ...

• ...

• ...

• ...

Thorsos, N. J. (2019)
Assignment: Write a five-paragraph essay explaining the topic of your research and research question. Include citations of articles addressing related or similar topics. Explain why is this topic significant to the field of special education and related services? Include in the assignment the sheet for Needs Assessment.

TIPS to get organized:
In order to organize the material, you are reading and processing, make sure to use either Endnote or in the Word document, go to the top strip of the document. Then, go to References, then go to Insert Citation (make sure you push the green plus sign), and complete the fields with the essential components of the reference. You will then capture all of the citations and references in the word document for the research paper.

Organize your desktop with files per subject or areas the articles and references pertaining to your research paper.

-note: During week 3, you will set up an appointment with the instructor to review your research topic and explore possible questions. You should have several articles and books in your database, regarding your assumptions, theories, and research approach QL approach using action/practitioner research.

Finding Scholarly Articles and Books

Follow the Trail
- Check References at the end of one key journal article or book

Library Visit
- Go to National University’s website: http://library.nu.edu/
- You can chat with the librarian online. A librarian is online ready to help.
- You can access the Library’s Resources
- Visit the Study Skills Help
- Visit the Roadmap to Research
- Visit the Library Services
- To search for articles or books: Go to the library website and the section called Smart Search: and follow the TABS in blue or red. See example below:

National University Library Smart Search

Find articles, books, videos, and more with Smart Search. Refine your results by material type, date, and more.

For additional search options, use Advanced Search. To log into your account, see Managing Your Smart Search Account.

Thorsos, N. J. (2019)
Professional Web Sites
- Sites for all major professional organizations provide access to scholarly articles or books in the field (see links below)

Public Area Search Engines
- google scholar.com

Crucial Issues in the Search Process!
1. Selecting a helpful variety of “descriptors” for your topic of inquiry.
   - Collect Extra terms Identify specific terms
2. Deciding on the quality of website articles
   - Be cautious about sites with commercial sponsors or “political” agendas
3. Copying & Saving an on-line document
   - Send it as an email to your home computer
4. Getting all essential citation information
   - Author, year, title, publisher, volume, number, pages, website address
5. Finding an abstract only for a document
   - Still a valuable citation option; save all information
6. Looking for “gifts of borrow”
   - Teaching strategy ideas
   - Ways to assess progress, development, achievement
   - Examples of surveys, questionnaires, checklists

National University Library

Find books and Articles

Library Catalog-APOLIS2
Search for books, videos, and more in the NU’s Libraries’ collection.

Library Homepage has the resources you need to get started with your research.

Library Research Guides contain useful resources for specific courses and subject areas.

Ask Us (Chat & FAQ) lets you get quick answers to your questions.

Link+ for Special Education Resources: http://nu.libguides.com/SPD
Search library database for articles in magazines, journals, and newspapers, as well as e-books.

Thorsos, N. J. (2019)
**All Databases**

Search library databases for articles in magazines, journals, and newspapers, as well as e-books.

**Periodical Finder**

Find full-text articles, online journals, magazines, newspapers, and print periodicals.

**Research Help**

Research Guides and Tutorials  [http://nu.libguides.com/SPD](http://nu.libguides.com/SPD)

Help by Email

Subject Specialists

In-person Help/Help by phone

**Resources for Professional Development**

Updated: 2016

**Professional Organizations**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILA  International Kiteracy Association</td>
<td><a href="https://www.literacyworldwide.org">https://www.literacyworldwide.org</a></td>
</tr>
<tr>
<td>NABE  National Association for Bilingual Education</td>
<td><a href="http://www.nabe.org">http://www.nabe.org</a></td>
</tr>
<tr>
<td>CABE  California Association for Bilingual Education</td>
<td><a href="http://www.gocabe.org">http://www.gocabe.org</a></td>
</tr>
<tr>
<td>NCTE  National Council of Teachers of English</td>
<td><a href="http://www.ncte.org">http://www.ncte.org</a></td>
</tr>
<tr>
<td>CATE  California Association of Teachers of English</td>
<td><a href="http://cateweb.org">http://cateweb.org</a></td>
</tr>
<tr>
<td>TESOL  Teachers of English to Speakers of other languages</td>
<td><a href="http://www.tesol.org">www.tesol.org</a></td>
</tr>
<tr>
<td>CATESOL  California Teachers of English to Speakers of Other Languages</td>
<td><a href="http://www.catesol.org/home.aspx">http://www.catesol.org/home.aspx</a></td>
</tr>
<tr>
<td>ASCD  Association for Supervision and Curriculum Development</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
</tr>
<tr>
<td>NAEYC  National Association for the Education of Young Children</td>
<td><a href="http://www.naeyc.org">www.naeyc.org</a></td>
</tr>
<tr>
<td>ACEI  Association for Childhood Education, International</td>
<td><a href="http://acei.org">http://acei.org</a></td>
</tr>
<tr>
<td>NCSS  National Council for the Social Studies</td>
<td><a href="http://www.ncss.org">www.ncss.org</a></td>
</tr>
<tr>
<td>NSTA  National Science Teacher Association</td>
<td><a href="http://www.nsta.org">www.nsta.org</a></td>
</tr>
<tr>
<td>NAES  National Art Education Association</td>
<td><a href="https://www.arteducators.org">https://www.arteducators.org</a></td>
</tr>
<tr>
<td>CEC  Council for Exceptional Children</td>
<td><a href="https://www.cec.sped.org">https://www.cec.sped.org</a></td>
</tr>
</tbody>
</table>

**Examples of books in the field of Education:** Please insert *
Research Design" (SAGE Publication, 4th edition, 2013) is my most recently published research design book. It covers quantitative, qualitative, and mixed methods research in an easy-to-understand format. Ideal for the beginning researcher.

"Qualitative Inquiry: Choosing Among Five Approaches" (SAGE Publication, 3rd edition, 2013) is my qualitative research book addressing five ways to approach qualitative research. This book is a good overview of the process of qualitative research, and it introduces the reader to five different approaches so that they can select one to use in their qualitative project. In the qualitative area I am also working on a book titled: “33 Essential Skills for the Qualitative Researcher” that should be completed during 2013 for publication in 2014 from SAGE.


"Designing and Conducting Mixed Methods Research" (SAGE Publications, 2nd edition, 2011) is my mixed methods books with Vicki L. Plano Clark. This is a good introduction to mixed methods research and to the various mixed methods designs and procedures that are used. This is the book that I recommend for my mixed methods workshops.

"Mixed Methods Reader" (SAGE Publication, 1st edition, 2008) is my books of readings about mixed methods research that I authored with Vicki L. Plano Clark. In this book you will find methodological articles discussing the procedures and practices of mixed methods research as well as specific empirical articles that present various types of mixed methods designs. This book is a handy auxiliary book to “Designing and Conducting Mixed Methods Research.”

"Understanding Research: A Consumers Guide" (Merrill Education, 2010, 2015 ) is a book authored by Vicki L. Plano Clark and coauthored by myself. It is a condensed, practical version of my 2012 “Educational Research” Merrill book, and it is aimed at the beginning researcher who will be more likely a consumer of research than a knowledge producer. It is now available in the second edition, 2015.

"A Concise Introduction to Mixed Methods Research" (Sage Publications, Ist edition, 2014) is an overview to mixed methods research that is inexpensive to buy and can be read in 2-3 hours. It provides a good introduction to the methodology and is a useful adjunct to attending one of Creswell’s mixed methods workshops.

Thorsos, N. J. (2019)
“30 Essential Skills for the Qualitative Researcher” (Sage Publications, 1st edition, 2015) is an introduction to qualitative research oriented toward the researcher who seeks a practical, applied guide to conducting many of the basic procedures involved in qualitative research. It includes some chapters about conducting qualitative research that have seldom been addressed by other authors.

Journals in the field of education

From IRA: The Reading Teacher & The Journal of Reading
From NCTE: Language Arts Primary Voices, K-6, & Voices from the Middle
From TESOL: TESOL Journal
From NABE: Bilingual Research Journal
From ASCD: Educational Leadership
From NAEYC: Young Children
From NCTM: Teaching Children Mathematics, Mathematics Teaching in the Middle School, Math Teacher
From NCSS: Social Studies & The Young Learner, Social Studies Education
From NSTA: Science and Children, Science Scope, Science Teacher

Thorsos, N. J. (2019)
Complete the Literature Review  16 Points

Complete a Literature Review based on your searches you curated during weeks 1, 2, and 3. Include at least 15 entries. You will include all of the components listed in the Template and Rubric provided. Include the approved ELL Topic, research question, and the Annotated Webliography which were completed in previous weeks. Write a 10-page literature review in APA format.

*A Literature Review is an overview of the sources that you have researched on your question and how what you have learned fits into your field of study.

You will find 3 samples of literature reviews in this link: http://libguides.uwf.edu/c.php?g=215199&p=1420828

Template of a Literature Review:

Title Page

The Introduction with the background to the research problem statement or thesis. At least a half page paragraph to set the tone for the entire literature review by introduction the topic in a rational, unbiased, comprehensive manner.

Tips for selecting articles and literature:

Carefully select the articles you review to inform and/or support the need for your project, for example:

- Does the literature provide supporting documentation of the existence of the problem you have identified? Your project should not be based solely on your own subjective perceptions, intuition, or opinion.
Does the literature support the methodology or "solution" you have selected to address the problem? Please refer to the template/model:

Does the literature point to major gaps that your project can fill? Maybe no one else has done what you propose to do. That’s great! Your study will definitely “add to our (collective) fund of knowledge.”

Are there published reports by others who have already done what you propose to do? If so, critique this literature, and discuss how your project can improve / expand / build on it. You should review a minimum of 5 sources for the proposal (many more will be needed for the final paper). The articles should be fairly current (the majority should have been published within the last 8 years; seminal works in the area of interest may be older), and should come from peer-reviewed journals. Edited texts or textbooks may also be appropriate source material. Web sites should be used with extreme caution. Refer to APA guidelines for how to incorporate in-text citations of the articles you review.

Executive Summary (Body)
- An overview of the subject, issue or theory under consideration, along with the objectives of the literature review
Should include appropriate thesis statement or research topic. This is not a position paper or an argument.
Use a variety of sources to support conceptual points in each body paragraph. A minimum of 10 pages (double –spaced). APA style with Topical headings and subheadings to organize the body.
A review of the recent literature about the topic Minimum 15 articles. Comprehensive point-by-point explanation of the experts’ current thinking. Comprehensive means that the topic should be discussed thoroughly, and you will need a sufficient number of sources to ensure this is done. Point-by-point” means that the literature review should be organized around concepts rather than around sources. Each paragraph will discuss a single concept which is supported by several sources.
Sources are not discussed one at a time, but are synthesized to present a concept from multiple angles. Each body paragraph in a literature review will include two to five sources, depending on the length of the paragraph. Expert current thinking” means that the sources used should be current (not more than eight years old), and that your sources should be pulled from reputable materials, such as peer-reviewed academic journals, rather than corporate websites or magazines.
- Explanation of how each work is similar to and how it varies from the others

Conclusion The introduction and conclusion paragraphs serve as the bookends of the literature review. The conclusion will remind the reader of salient points before closing the paper. In addition, the conclusion can provide take-away points which transition into the next section of the research paper. The conclusion synthesizes the research presented in a coherent manner.

Thorsos, N. J. (2019)
References (per APA)

Tips for the Literature Review:

Tip #1 Tone:
The literature review is not about what you think about the topic…. It’s about what others know about the topic. A literature review is meant to be a comprehensive, unbiased, objective overview of the current research in the field (topic). A fact-based style of recording information without personal interpretation.

Avoid the verbs: should and ought. These verbs are directive and usually accompany conclusions or judgements.

Avoid value words such as good, better, best, and bad, worse, worst, i.e. Focus on the concepts in those sources rather than on your interpretation of them. Instead of saying that a study was “bad” use another approach to showcase different results. For example, “study A drew its conclusions from a very small sample size, but Studies X and Y included substantial data and reached a different conclusion. Thus, the contrast between the source material will show the problems in the weak source very clearly.

Avoid personal pronouns I, we, and their derivatives. The focus should not be on you or your audience

Be cautious when using words that signify an emotional state. for example, the word “suspicious” might describe a thought process as well as a feeling. In certain circumstances, it is appropriate to use the word. For example, The author indicated a suspicion of the findings from ….. in that case you are referring to the author’s emotion rather than your own. Use a thesaurus to find a non-emotive term.

Be very careful when you are describing controversies in the research. especially in a case when two scholars are contradicting each other. It is appropriate to point out these disagreements, but make sure to make sure you are describing the situation rather than serving as a referee or problem solver.

Tip #2 Organize the Material
Make sure to organize the material into categories of information based on a clearly identifiable organization scheme. Use the subheading to label the sections in accordance with that organization scheme.

This is a great resource for writing a Literature Review: http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html

Description of Assignment: Literature Review

Thorsos, N. J. (2019)
You are to locate at least 15 research articles/books on your pre-approved ELL topic. You are to write a minimum of 10-page summary with the general theme(s) of these articles/books as it pertains to your ELL topic. Include a reference sheet, listing the articles does not count toward your page limit. This summary should serve as the background/foundation for your research proposal in ITI 664. The typed summary should adhere to APA format. Please refer to the template and rubric.

**Grading of Assignment:**
The following rubric will be used to assess your literature review.
<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>.5 point</td>
</tr>
<tr>
<td>Literature review includes all (15) required Articles related to selected ELL topic and is accurately formatted in APA.</td>
<td>Information is gathered from multiple, evidence-based sources. Meets required 15 articles Reference follows APA.</td>
<td>Information is gathered from multiple sources. Meets required minimum 15 articles. Reference follows APA.</td>
<td>Information is gathered from a limited number of sources. Does not meet required 15 articles. References are mostly APA accurate.</td>
<td>Information is gathered from a single source. Does not meet required 15 articles. References are not APA accurate.</td>
</tr>
</tbody>
</table>

| Requirements                                                                 | 3 points| 2 points| 1 point| .5 point|
| Literature Review: Overall paper includes all of the following requirements:  | Overall paper includes all of the requirements without errors. | Overall paper includes some of the requirements with less than 10–pages The paper included less than 8 grammatical errors | Overall paper includes some of the requirements with less than 8–pages The paper included more than 10 grammatical errors | Lacks breadth and depth of knowledge of the ELL topic. Does not meet minimum page requirement -More than 4 grammatical errors. |
| -Student demonstrates breadth and depth of knowledge on the topic in which they are carefully selected and pieced together a MEANINGFUL, COHERENT REVIEW of the literature. | -Length of the paper adheres to a minimum of 10–pages. | -Grammar is accurate | |

| Literature Review: Content Requirements                                      | Rating | Rating | Rating | Rating |
| Summary                                                                      | 2 points| 1 point| .5 point| .4 point|
| Introduction                                                                 | Introduction is accurate, clear and well written. Introduction includes a thesis that previews arguments and takes an | Introduction is accurate, clear, and well written but is missing one of the requirements | Introduction is somewhat accurate, clear, and well written but is missing more than 3 of the requirements | Does not Include an introduction per the requirements for the assignment. |

Thorsos, N. J. (2019)
<table>
<thead>
<tr>
<th>Evaluative Stand based on the research question</th>
<th>2 points</th>
<th>1 point</th>
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<td>Body includes some of the requirements with less than 8 errors and less than 8 direct quotations.</td>
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<td>Lacked categories for the body framework. Body sections were not included. Too many direct quotes in the body.</td>
</tr>
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<td>Conclusion includes most of the elements in a coherent manner per the requirements with less than 6 errors.</td>
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</table>
Basic APA Formatting conventions are accurate free of errors.

Basic APA Formatting conventions are somewhat accurate with less than 6 errors

Basic APA Formatting conventions are mostly inaccurate with more than 6 errors

Basic APA formatting is inaccurate.

<table>
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<td>-Basic APA</td>
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<td>References in the Literature Review is inaccurate.</td>
</tr>
<tr>
<td>Format conventions are accurate</td>
<td>-Includes title page with a “header” and “running head”</td>
<td>-Title is more than a mere statement of topic</td>
<td>-Page numbering and “running head” are consistent and in the top right header section of paper</td>
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<tr>
<td>-Leveled headings (1-5) correctly formatted and used to create a hierarchy</td>
<td>-Correctly formatted tables and figures with captions and legends</td>
<td>-Successful use of APA style parenthetical citation</td>
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| Total Points: | 16 points | 9 points | 4.5 points | 3 points |