

DEPARTMENT OF EDUCATION – THESIS GUIDELINES

Please note that the thesis process can vary. The process described here is intended to serve as a guide, not as a prescription. Please do not hesitate to adjust the process to serve your advisee and her project goals.

In general, the thesis in the education department should include the following components (but the order and emphasis can vary depending on the project): a literature review that includes 25 to 30 sources, a research question, some relevant experience in schools (tutoring, observing, and interviewing are examples), reflection, and analysis that connects knowledge gained from reading relevant literature, gathering information in schools, and reflecting.

1. Project Definition

Semester before thesis-semester or first two weeks of semester

Students will: identify relevant literature; hone research question; discuss research question and literature with advisor.

Student and advisor will together: discuss the ethical and practical considerations for doing research in schools; establish a timeline for completion of the thesis; set intermittent deadlines for subtasks; establish schedule of regular meetings.

2. In-school or school related project: Data collection

Approximately 8 weeks - up to week 10 of the semester

Students will: collect data and continue with literature search as suggested by advisor or needed by student; regularly write progress reports (form to be agreed upon with advisor); regularly write reflections (form to be agreed upon with advisor); write lesson plans for all tutoring sessions, if appropriate for project.

Student and advisor will regularly meet to discuss project content, issues that arise in carrying out project (including how to exit tutoring so that the tutored students and their teachers feel cared for instead of abandoned), progress of student.

3. Reflection and analysis

Weeks 11 and 12

Student will: write an outline, make a table, draw a concept map or venn diagram to summarize the findings of the project and to find relationships among literature, work in schools, and reflections. Student will also work with advisor to set up a time for presentation of the thesis.

Student and advisor will: discuss ways of making sense of data and other contents of the project, critique the outline or concept map.

4. Draft

Week 12/13

Student will: write a draft of the thesis from the outline, and revise as necessary. Advisor and student will: critique the draft.

5. Revisions and Final Copy

Weeks 14 and 15

Student will revise draft until both student and advisor are satisfied that the work conveys the intentions of the author, is "true" to her findings, and meets the standards for presentation of written work in a particular style (APA is most often used).

6. Presentation with handout or demonstration

Student will present findings seminar-style as scheduled with advisor .

Summary of requirements

Length of paper 25-30 pages

Approximate number of cited sources 25-30

School experience

Reflection