

Thesis Project  
Revised – September 2009

**A Thesis is truly an academic exercise and requires high levels of research and communication skills. Not all Master degree students will, or ought to, chose this option. Candidates need to expect that there will be frequent requests for revisions at every stage of the process including prior to final approval.**

**Thesis Guidelines**

For complete information regarding thesis guidelines, contact the office of the Dean of the School of Education and Professional Studies.

**What is a Thesis Project?**

The thesis project is an opportunity to develop a curricular research project for a classroom to gain experience in the full circle of educational technology design and development, implementation, evaluation and assessment, and redesign. Work on a thesis would lead to publications, presentations at local and national conferences, and preparation for advanced graduate studies. Efforts on a thesis would strengthen one's skills in self-directed studies and in problem-solving for direct educational results. The thesis process has three key steps.

**Selection of Faculty Readers/Advisors:**

Thesis candidates will need to contact two faculty members to invite them to serve as their thesis project readers. One reader will be considered their first reader and the instructor of EDU 698 while the second reader will coordinate and serve as the instructor of EDU 699. The project coordinator/instructor provides the grade for each experience. Although only one faculty member will be considered to be the thesis coordinator during each course, both should be involved in the process during the entire experience, with varying levels of participation. The group will decide who is designated as the thesis coordinator for each course.

Serving as thesis advisors is optional and NOT required for any faculty member. Therefore, faculty members may suggest other faculty members who might have more expertise in the topic or more time to assist with the thesis project. In addition, faculty members may request that projects be done during intersession or summer sessions when they might be able to provide more guidance.

During this period, the candidate and the two faculty readers will complete the form - **GRADUATE INDEPENDENT THESIS PROJECT** which may be downloaded from <http://www.easternct.edu/graduate/documents/RegistrationForm.pdf> including introducing a working title for the project

Once the Thesis I title proposal has been signed by the two readers, the candidate will present it to the Graduate Office for a signature, processing, and for approval of the project and assignment of a faculty member as first reader. The candidate will then be granted permission to enroll in

EDU 698 by providing the Registrar's Office with a copy of the form and completing the regular registration process.

### **Thesis I - EDU 698**

Thesis I (EDU 698) is an online seminar with guided independent study. During the session, candidates will develop a project proposal, which will include the following elements, with estimated page length for each section.

The goal of Thesis I is to produce an approved thesis proposal. The following outline should be used for guidance and suggested number of pages; some participants may write more, some may write less depending on their project. Initially, participants should have at least 20 citations, including not only websites but journal articles, book chapters, and other publications. The majority of citations should be within 5 years of the writing of the report. All thesis narrative should be developed using APA style. Please see <http://www.apastyle.org/> for more information.

At the end of Thesis I, it is expected that the first two chapters of the thesis will be complete except for minor editing and Chapter 3 has basically been designed.

It is recommended that there should be a strong connection between the research proposal developed in EDU 508 - Research in Education - and the first drafts of this thesis project.

**Candidates will not be eligible to enroll in Thesis II (EDU 699) without approval of both readers and the Graduate Office.** At this point, it is expected that the first two chapters of the thesis will be complete except for minor editing and Chapter 3 has basically been designed with the research methodology and instruments completed and approved.

### **Thesis II - EDU 699**

Thesis II (EDU 699) is an online seminar with guided independent study. It serves as a continuation of EDU 698 but may not occur in the succeeding semester if the appropriate approvals have not been received. During this course, candidates will conduct their research, analyze their data and complete the writing of their thesis document. The final submission requires signatures by both advisors and approval by the Dean of Graduate Studies before being satisfactorily complete.

**It is important that candidates consult with their readers frequently throughout the process of developing their thesis document. Without this close consultation, candidates may not receive approval to move forward.**

Below are suggested guidelines for the final thesis submission with estimated page length for each section. For complete information regarding Eastern thesis guidelines, contact the office of the Dean of the School of Education and Professional Studies.

### **Example**

*Example of a Thesis Project Title:*

*The Effects of \_\_\_\_\_ (some educational technology practice) on Academic Achievement among \_\_\_\_\_ (grade) Students in \_\_\_\_\_ (some curricular area)*

*Dedication Page*

*Abstract of the Project - one page*

#### *Chapter 1 – Introduction*

- a. Introduction of the project - 2 pages*
- b. Significance of the project - why it would be of interest for educators, including the integration of some key literature or research themes related to the project - 2 pages*
- c. Research question(s) and/or hypothesis for this study - 2 pages*
- d. Brief description of the potential educational setting and curricular context - related to local, state, and national standards - 2 pages*
- e. Discussion of the methodology of the project - identification of the type of research design and how the researcher will be studying the learning and teaching process - 1 page*
- f. Overview of potential follow-up projects and activities - 1 page*

#### *Chapter 2 - Review of the Literature*

- a. Place of this project within the knowledge base of educational technology and curricular practices - 2 pages*
- b. Review of the literature on this educational technology practice (i.e. web-based learning) within this educational setting (grade level, subject matter) - 5 pages*
- c. Review of innovations in curriculum development within the curricular area - 5 pages*
- d. Review of the intersection of educational technology, this educational setting, and curricular area - 5 pages*
- e. What this study will add to research in this area - 3 pages*

#### *Chapter 3 – Methodology*

- a. More details on the educational setting - research design, learning context, rationale for sample selection, goals for instruction, local, state, and national standards/objectives for the learning, time of year, restrictions/special conditions within the educational setting - 5 pages*
- b. In Thesis II (EDU 699), the participant will continue with chapter 3 and conduct the study*
- c. Specific goals of the learning and their related assessment strategies, rubrics - 5 pages*

- d. Timeline for the study, including when pre-assessment, treatment, and post-assessment components will be conducted - 1 page*
- e. Data collection and analysis procedures - 5 pages*
- f. Please note that a copy of the thesis proposal draft must be submitted to the thesis advisor and reader by the eighth week of classes. Failure to meet this deadline will result in delaying registration for EDU 699. The thesis proposal first draft should address all of the areas above. Upon approval of the thesis proposal, the candidate will be granted permission to enroll in EDU 699 - Thesis II, which will be assigned to the second of the two readers to serve as project coordinator during the next semester.*

#### *Chapter 4 - Results and Conclusions*

- a. Narrative on the results of the pre-assessment - 2 pages*
- b. Narrative on the implementation of the curricular unit - 3 pages*
- c. Analysis and interpretation of the data - 5 pages*
- d. Conclusions based on these analyses - 5 pages*

#### *Chapter 5 - Implications of the Study*

- a. How outcomes would add to research literature in this area - 3 pages*
- b. What research questions might these outcomes raise for further study? - 3 pages*
- c. Benefits of the skills and experiences for the learners and the researcher - 3 pages*
- d. Next steps for the research and the researcher - 3 pages*

#### *Appendices*

- a. Instruments used in the study - including surveys, interviews, pre-test, post-test*
- b. Statistical tables analyzing data*
- c. Print-out of curricular unit*