

RUNNING HEAD: (ABBREVIATED TITLE OF THESIS) (Top Margin= 1 inch)
(Use all upper case letters-do not exceed 50 characters
including punctuation and spaces)

(Left Margin= 1.5 inches)

(Right Margin= 1 inch)

(Your) Title

Submitted to (Professor's Name)

By

(Your) Name

In partial fulfillment of the requirements for the
Master of Science in (your program—e.g. Educational Administration)

National University

(Campus Location—San Diego)

Month/Year (e.g. 11/07)

(Bottom Margin= 1.25 inches)

The Action Research Project entitled (name of project) by (name of student) is approved

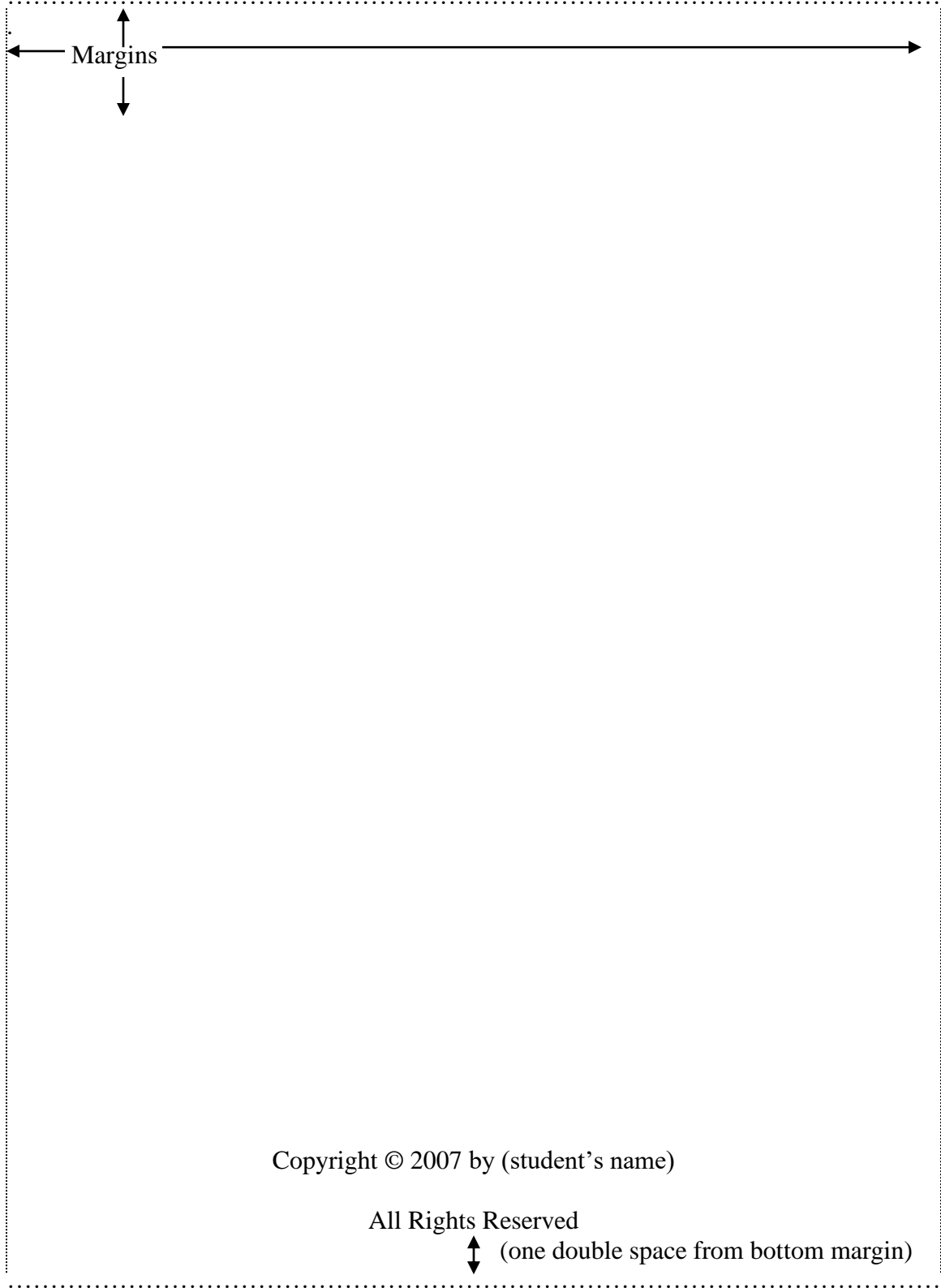
Signature _____ Date _____
John Doe, Ed.D., EDT 695 Instructor

We certify that this thesis of (student's name) entitled (*full title of Project*), in our opinion, is satisfactory in the scope and quality as a thesis for the degree of Master of Science in Educational Administration in the School of Education, National University.

Signature _____ Date _____
Cynthia Sistik-Chandler, Ed.D., EDT Lead Faculty.

Signature _____ Date _____
John Banks, M.F.A., Chair, Department of Media

Signature _____ Date _____
Karla Berry M.F.A., Dean, School of Media & Communications



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Abstract

Limit your project overview to one page. Indent all paragraphs. Provide an overview of your project that provides the reader with a synopsis of your overall purpose, major points and summary findings. The *Abstract* is similar to an *Executive Summary* in the front of a large report. The purpose of the *Abstract* is to prepare the reader for the subject matter to be explored as well as to generate interest in what he/she is about to read.

CHAPTER 1 (Level 5 heading)

(Indent all paragraphs 5 spaces) Introduction (Level 1 heading)

↓
The first chapter provides the overview of the project. This chapter contains no personal pronouns, no value statements (should, needs) and is heavily cited with research and literature (not quoted, cited). The specific subsections will vary depending on your topic. . In general, the chapter contains the following sections and major subheadings:

. The purpose of the introductory section is to introduce the chapter, establish the overall area of concern and communicate information about what is to follow. This section does not include technical details. The purpose is to set the stage for your project proposal.

This section might begin: *The purpose of this Instructional Course on Introductory Physics is to provide the foundation for advanced physics courses* or *The purpose of this training course is prepare trainees on how to perform a small business audit.* Then, this section goes on to state a brief history of the “barriers” to this learning environment, i.e., a problem with a group of students being afraid of science courses or trainees being afraid of the meticulous calculations involved in performing an audit.

Background of the Study (Level 3 heading)

This purpose of this section is to provide a discussion of how similar courses of education/instruction have dealt with these problems/issues in the past. This section presents the big picture and provides the context of previous courses of education/instruction and relates to them to the proposed project.

. List all the strategies you can. Cite sources as appropriate. The background serves to underscore why your project needs to be conducted in the context of previous projects.

This section uncovers an area where further instruction/training on such projects needs to be conducted and helps you focus your study and how you can make your course more effective.

Statement of the Instructional/Training Problem

The purpose of this section is to state what the problem is today—e.g. not enough multimedia instruction has been used in previous courses to make them interesting and challenging. . The section may begin with “The problem is...” and states what remains problematic.

Purpose

State the purpose in one or two sentences, e.g. “The purpose of this project is...” This section should mirror the statement of the problem. Specifically, this section will present a novel way to deal with the problem or “barrier” discussed above. Explain why the project (Educational/Instructional Course) was undertaken and the educational or instructional goal to be achieved.

Delimitations

Describe the limits you impose on the project. How will the project be narrowed in scope? Delimitations are limits to the project and are under the control of the project designer. This would include those that impose on the breadth and depth of the project. Some examples are the complexity of the technology or the expense of project multimedia or platform components.

Definitions

Define major variables, concepts or terms that are specific to this project or are new or novel to the reader. Define important terms that may have multiple definitions and

need to be clarified. Document as needed. Introduce the words that will be defined, i.e..

“For purposes of this project, the following words are defined:”

Summary

Provide a brief summary of this chapter.

CHAPTER 2

Review of the Literature

Review relevant literature as appropriate for the project. This should provide an interpretative summary of the topic. The purpose of the literature review is to provide the historical background for the project, theoretical framework, and current research developments pertaining to the project. A good review critiques the research studies regarding how the multimedia technology and project design format you chose for your project (Educational/Training Course) were used effectively in other courses/projects.. This chapter provides the link between existing knowledge and the educational/instructional content addressed in your project. Use your purpose to focus your reading and literature search. There should be smooth transitions into sections and from one paragraph to another.

Introduction

Provide a reorientation to the purpose of the project and refer to the topics to be covered in the chapter. Generally one paragraph is sufficient. Be sure to include how the review was conducted, the search engines utilized, and “key words” used to locate material.

Use subheadings as appropriate.

- The historical overview provides information and context for the topic of research related to your project, e.g. how multimedia technology has been used in other projects to enhance learning, or how learning theory supports using multimedia techniques in courses to accelerate learning.
- Review of relevant literature and how it applies to your project.

- Review of relevant literature (studies) related to the project. Discuss the existing knowledge base and identify the gaps in knowledge and link to your project. Review of research studies that have contributed to current understanding and contribute to the need for your project.

Summary

Provide a brief summary of the literature reviewed and be sure to link to the subject matter of your project. Discuss existing knowledge base for your problem and identify gaps in the knowledge base and make reference or link to the content of the educational or instructional content in your project.

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CHAPTER 3

Project Design

Learning Theory

Explain which learning theory or theories (behaviorism, cognitivism, constructivist, or multiple intelligences) was/were used as a basis for designing your course and selecting the instructional modalities used.

Project Design

Identify the design methodology that you used for your project and describe why you chose the design you identified.

Procedure

Explain in detail what was done in designing and developing the project. Provide a step-by-step description of the procedure.

Ethical Considerations

Discuss ethical considerations and the review process that should be followed if you used human subjects in any way in your project or project evaluation..

Summary

You need to provide a summary of the chapter.

CHAPTER 4

Project Evaluation and Discussion

An introductory paragraph starts this chapter.

Project Evaluation

This includes a description of what you did to determine the effectiveness of the educational or instructional program that your project addresses. How do you know that the students who take your course will learn anything? Explain the evaluation instruments you used to determine the effectiveness of your project and what you did to address any weaknesses found. Include what on-going evaluation and assessment will be done to insure the course remains effective and that the content remains current.

Data Presentation

This is a presentation of the results of the evaluation and analysis. Usually each evaluation question is stated and then the data related to that question is presented. Data presentation should be factual and tables are utilized as appropriate. In this report, tables should be placed as close to the narrative as possible rather than at the end. (Refer to APA Manual).

Discussion

This section includes a discussion of the major findings. This can be related to what evaluations of similar projects have found.

Limitations

Limitations are the weaknesses that impact the results of the evaluation and assessment.

Describe the limitations that exist due to factors that you could not control that impacted the evaluation.

CHAPTER 5

Summary and Conclusion

Start with an introductory paragraph.

Conclusion(s)

Present the conclusions for the project.

Implications for Teaching/Training

Identify the implications for teachers and teaching or trainers and training.

Implications for Further Research

Identify the implications for further projects and research in using multimedia techniques in courses of education/instruction to include the planning, design, development and implementation of such courses.

References

Beckwith, E. (2002). *Using multimedia technology as an instructional tool to enhance learning*. Dissertation, United States International University, San Diego, CA.

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Rieber, L. (1999). *Computer-based microworlds: a bridge between constructivism and direct instruction*. New York, NY: Allyn Publishing

Roblyer, M. (2003). *Integrating educational technology into teaching*. Saddle River, NJ:

Merrill

The Partnership for Lifelong Learning. Web Olympics Rubric. Retrieved from

<http://remc11.k12.mi.ca.us/>; accessed Aug 8, 2003.

Tolbert, D. (2002, October 29) Lecture: *Thesis writing*. National University, Costa Mesa.

(Note: All references are listed in alphabetical order and should be cited in the text and all references cited in the text should be listed. The Reference page is a separate page. Use the "Hanging Indent" as shown above- the first line is aligned with the margin; all subsequent lines are indented 5 spaces). References should be:

- Current and dated within the last ten years, though exceptions are necessary for foundation authors.
- Include foundation authors related to the issue/problem.
- Provide authors with contrasting views.

- Include more primary than secondary sources.

Appendix A

General Guidance

(Type Appendix Letter—A,B,C, etc followed on next line by Title of Appendix)

(Center on page top to bottom, side to side; place appendix enclosure on next page)

(Note: Put appendices in the order in which they are cited in the narrative.)

Appendix B
Survey of DEF

Include pertinent data for review by the reader who may be interested in the specific details or raw data as collected.

Appendix C

Questionnaire on GH

Include pertinent data for review by the reader who may be interested in the specific details or raw data as collected.

Appendix D