EDUCATING MIDDLE SCHOOLERS:
REACHING STUDENTS IN THEIR ANGST-RIDDEN EARLY TEEN YEARS

By

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Dissertation Submitted
in Partial Fulfillment of Requirements for the Degree

Doctor of Education

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EDUCATING MIDDLE SCHOOLERS:
REACHING STUDENTS IN THEIR ANGST-RIDDEN PRE-TEEN YEARS

By

Jane M. Smith

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Start with indented paragraph and you may acknowledge anyone that you would like in this section. Dedication of your work can also be placed in this section. There should not be a separate dedication section.
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Abstract should be double spaced with indented first line of paragraphs.
Preferably 250-300 words. Keywords and phrases should be listed at the end as shown below – up to five. Indent and italicize keywords with commas between listing and no period at the end.

*Keywords:* Word, phrase, word, word

*NOTE*
Abstract page is page ii if there is no Acknowledgments page.

Use lower case Roman numerals for preliminary pages.
Use lower case Roman numerals for preliminary pages

*NOTE*
Inclusion of Level 3 Headers in Table of Contents is optional


Figure 1. Picture of Tulips (including entire caption and citation) ................................... 3

Figure 2. Picture of Yellow Tulips (including entire caption and citation) ......................... 5

*NOTE*
Include in Table of Contents

Use lower case Roman numerals for preliminary pages
Table 1 Faculty Survey Sample by College and Employment Status

Table 2 Faculty Survey Sample

*NOTE*
Include in Table of Contents

Use lower case Roman numerals for preliminary pages
Chapter 1 – Introduction

The first one to two paragraphs of Chapter 1 should include a brief overview of the topic and of the contents of this section. It should pull the reader instantly into the topic and be broad enough that the reader understands your interest area quickly.

Statement of the Problem

The problem statement describes the topic and focus of the question that will be the subject of your study. Do so in a manner that compels the reader to wonder and think about the problem. The problem statement should be clear and concise so that the reader is clearly seeing the problem. Below are a list of essential elements that should be addressed in Chapter 1. While the titles below are set up as level 2 headings, this could look different, based on your study and based on the preference of your Committee. The below titles are suggested format titles for Chapter 1, but defer to your Chair.

Purpose and Rationale of the Study

Significance of Study

Theoretical (or Conceptual or Contextual) Framework

Research Design Overview

Research Questions

Assumptions

Limitations

Delimitations

Definitions

Organization of the Study
Chapter 2 – Review of Literature

Introduction

This section should be used to provide a clear roadmap to present your literature review and the things that will be covered. Essential elements in Chapter 2 are varied based on the individual study. However, theoretical framework is likely to be one of your headings in the literature review if not fully covered in Chapter 1. Many dissertations introduce the framework in Chapter 1 and provide a more detailed review in Chapter 2 as part of the literature review.

Other elements to consider in the literature review:

- The history and background is stated to set the stage for your topic giving the reader enough information to place the problem in the current context of education;
- A critical review of relevant scholarly literature about the topic is conducted in order to show a deep understanding of the topic as it operates currently;
- Begin to narrow the focus of your inquiry into the topic pointing out an area where there is something that if investigated, would add to the broader understanding of the topic;
- The review of the current state of the topic is drawn primarily from recent published articles and or dissertations;
- The review should come from peer-reviewed journals or sound academic journals and texts; otherwise there is a justification for using other sources;
- A statement about how saturation has been reached in the literature review and efforts to find related research are explained.
Theoretical (or Conceptual or Contextual) Framework

Essential elements in Chapter 2 are varied based on the individual study. However, theoretical framework is likely to be one of your headings in the Literature review if not fully covered in Chapter 1. Many dissertations introduce the framework in Chapter 1 and provide a more detailed review in Chapter 2 as part of the literature review. Including a section about how you went about conducting your literature review is good practice. Synthesis, including methods used in previous studies, is key.

Essential Element

When inserting a figure see below for the format. Using the insert table/figures option is recommended for ease of page numbering in the list of tables page. When inserting Figures, there should be no heading above the figure, unlike the format for tables.

![Tulips](image)

Figure 1. Picture of Tulips.

A short conclusion and transition to the methodologies chapter should be presented.
Chapter 3 – Research Design and Methodology

This section should start with an introduction to your research study and design noting elemental sections of the chapter.

Research Design

This is where you will describe the research design and provide justification for choosing this design.

Level three headings. Level 3 headings can be used when you are trying to provide a breakdown of the content involved in the title of the level 2 heading. The paragraph begins after the period of a level three heading. Level three headings are bold, sentence structure and end with a period. The paragraph/text begins after the period. For example, if you are using a mixed methods design you may want a level 3 heading to describe each method. However, you may not need more than the level 2 heading to describe the design and justification for using the design. This is dependent upon the design and the best approach to being clear with the description.

Research Questions (or Hypotheses)

This is an essential element. A good research question is specific and includes the population, data source, and implies a method and direction, if arguable. For example: Do females age 18-35 score higher than adult males age 18-35 on the WAIS-III? How are online users experiencing or addressing privacy issues on such social networking sites as Facebook and Twitter?

Repeat each sub-section below for every component or phase of a mixed methods study. You might also organize based on the research question. Repetition may occur for the sake of clarity.
Population (or Setting or Site) → Level 2 Header

This is an essential element describing the population, setting, or site you are studying.

Sample Selection → Level 2 Header

This is an essential element which addresses how you selected a sample and why the method of sample selection is appropriate. The level of heading is likely to be level 2 or level 3 depending on your design.

Data Source (or Instrument or Materials) → Level 2 Header

This is an essential element where you describe your data source, instrument, or materials, including coding and levels of measurement in relation to constructs.

Data Collection Procedures → Level 2 Header

This is an essential element as well. Explain, step-by-step, how data will be collected, recorded (if applicable), and managed. The level of heading is likely to be level 2 or level 3 depending on your design.

Figure 2. Picture of Yellow Tulips → Include full description and citation in figures’ caption
Data Analysis Procedures

This is an essential element which explains, step-by-step, how data will be screened, analyzed, and interpreted. The level of heading is likely to be level 2 or level 3 depending on your design.

When inserting tables use the format illustrated by Table 1 below (refer to APA guidelines). YouTube can be a good source if you are trying to learn how to format a table.

When inserting tables you should never have a table begin on one page and roll over to the following page. Tables should not span multiple pages. As shown below, the table number and table title should be placed above the table. Notes can be placed below the table to include any explanations of the table contents (i.e., identification of significance level used, explanation of abbreviations used).

Table 1

*Faculty Survey Sample by College, Employment Status and Tenure*

<table>
<thead>
<tr>
<th>Employment and Tenure Status</th>
<th>College of Business</th>
<th>College of Education</th>
<th>College of Liberal Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time tenure</td>
<td>28</td>
<td>25</td>
<td>102</td>
</tr>
<tr>
<td>Full time tenure track</td>
<td>9</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>Full time non-tenure track</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Part time non-tenure track</td>
<td>9</td>
<td>41</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>85</td>
<td>256</td>
</tr>
</tbody>
</table>

*Note.* This is where you might provide a description of elements above.

Validity and Reliability

This is an essential element which addresses issues related to legitimacy, consistency or trustworthiness. Risks and benefits of issues are weighed.
Role of Researcher

This is an essential element which describes your role and potential bias in relation to the study.

Measures of Ethical Protection

This is an essential element which addresses issues related to IRB protections and procedure.
Chapter 4 – Findings

Finding 1

The elements in this section will be determined by your study. This is where you present your study findings.

Table 2

*NOTE*
Tables can use Times New Roman 10-, 11-, or 12-point text and be single or double spaced provided that the same standard is consistently applied for all tables.
Chapter 5 – Conclusions and Implications

Conclusions

This is an area for discussion of results and conclusions.

Implications

This is an area where you should discuss the implications of your findings.

Summary


