# CHAPTER ONE

**INTRODUCTION**

Indent and start the *Introduction* here, approximately one-third of the way down the page. Using the ruler on the left of the screen (go to *View* and check *Ruler)* the word *Chapter One* is at line1.5 and the title of the chapter at 2.5. Everything is double-spaced after this with no empty spaces between sections of the chapter. The only exception is the single spacing of lines directly quoted over 40 words or 3 lines long. In that case, the quote is blocked, single-spaced, and indented with appropriate citation (author, year, p. #).

As the culminating experience in this graduate program, this paper should represent your best work. This is a written exercise of the scientific method in which you have identified a problem, collected data on it, worked through the information you collected and are now ready to offer your colleagues what you have found. Consequently, the paper is written in past tense. To maintain the appearance of objectivity, the entire document is written in third person (unlike this paragraph that includes the *second person* pronoun “you”).

In this section you will provide the reader with the background information that “frames the problem.” If it is germane to the problem, tell the reader about you and your experience (or lack of it) and how you got interested in the idea. To add credibility and to help catch the reader’s attention, you should refer to a major finding in the professional literature that helps ground the study and identify the connection between your idea and the theory that you propose to correct, deepen, or extend.

This is the “fattest” section of *Chapter One* and is the only section in this chapter where “fluff” may be used to help set up the problem. This introductory section should pique the reader’s attention, establish the background for this investigation, and most importantly lead to a smooth transition in the next section in which you clearly identify the problem, issue, or question that shapes each section of the paper.

**Statement of the Problem**

This is the most important section in the entire paper and will drive everything else in the paper. It will be referred to many times through out the paper, so a clear, concise statement of the problem is critical to the success of the project. In this key section, you will do two things--clearly identify the problem, issue, or question(s) you have examined and briefly describe what you did about it. This very pointed and tightly crafted paragraph may sound like the following paragraph.

It seems that the role of creative thinking in effective classroom management is more important than has been suspected (Yamamoto, 2008). A few studies in the literature (Torrance & Meyers, 1999; Raina & Vatts, 2007) have linked various aspects of general teaching effectiveness with creativity. However, this investigator found no studies directly relating creativity and classroom management in the elementary setting. Consequently, this paper focused on whether or not the teacher’s creative thinking ability is related to skills in managing the elementary classroom. Specifically, the two fundamental questions this paper addressed were:

1. Are there measurable differences in elementary classroom teachers’ creative thinking?
2. Is there a relationship between creative thinking scores of groups of teachers separated by their perceived abilities to manage the classroom?

**Rationale/Purpose/Significance of the Study** (pick a title)

In this “so what” section, tell the reader the reason this problem is significant educationally and why it needs to be studied. You may explain how this investigation could help or contribute to the general betterment of education or the day-to-day improvement of teaching. Clearly describe the possible outcome(s) or applications of this investigation and why or how they/it may be important to the field of education.

**Operational Definitions**

Use this optional section to define esoteric terms or abstract concepts you will use in your paper that could be confusing or debatable. If you define a term(s), you must cite the source. You cannot make up definitions. If you use this section, it will look something like this:

For the purposes of this paper, the following terms from the professional will be used:

**Classroom Management**: “Teacher behaviors that produce high levels of student involvement…minimal amounts of student behaviors that interfere with the teacher’s or other student’s work, and efficient use of instructional time…” (Emmer & Evertson, 1981, p. 342).

**Creativity:** “…one’s sensitivity to problems, deficiencies, and missing elements…” (Torrance, 2008, p. 8).

**Limitations of the Study**

In this section, you are to describe the reasons that the findings of this investigation may not be too broadly applied. Your own inexperience as a teacher and/or researcher, the limited sample size, or population studied, are but a few of the variables that could make it difficult to trust the results beyond this investigation. You should down play the study here and discuss any other potential validity or reliability problems that you can think of. In essence, this is a warning to the reader to be conservative in his/her interpretation of this study’s findings and against generalizing too broadly from these results.

**CHAPTER TWO**

**REVIEW OF THE LITERATURE**

This section builds the theoretical foundation for the problem you identified in the previous chapter. *This first paragraph in each of the remaining chapters is the preview of the entire chapter.*  It “tells the reader *what you are going to tell him*.” Each of the remaining chapters should be a stand-alone unit written with a clear *opening, body, and close*. This and all subsequent chapters should begin with a similar *opening* which will outline in correct order the events that this chapter will cover. Nothing should appear in the *body* of this other chapters that is not mentioned or hinted at in the *opening* paragraph of each chapter. A typical opening paragraph in this section may sound like the following:

The purpose of this chapter is to outline the professional literature related to the problem identified in the previous chapter. This review will be divided into two sections, *The Role of Creativity in Teacher Behavior* and *Predictors of Classroom Management*. At the conclusion of this chapter, the writer will offer a summary of the major findings.

**The Role of Creativity in Teacher Behavior**

This is the *body* of the chapter and “*tells* the reader…” After reading the first paragraph, there should be no surprises. The *body* of this and each remaining chapter may be divided into sections as reason and common sense dictate. The sections are left to the writer’s discretion, but each section must follow the convention established in the first chapter.

**Predictors of Classroom Management**

This is the *body* of the chapter and “*tells* the reader…” After reading the first paragraph, there should be no surprises. The *body* of this and each remaining chapter may be divided into sections as reason and common sense dictate. The sections are left to the writer’s discretion, but each section must follow the convention established in the first chapter.

**Summary**

This section is the close for this and all remaining chapters. It recaps the major findings of this chapter and “tells the reader *what you told him*…” You will notice that technical writing is precise and often repetitive, but the trade off is a very clear picture of what you are trying to say.

**CHAPTER THREE**

**METHODS**

The name (*Methods* or *Procedures,* etc.) of this chapter should fit the purpose—to describe exactly what happened (like the rest of this paper, it is written in the *past tense*). This section outlines precisely “how” you gathered information to address the problem or question identified in the first chapter. The names of the sections in this chapter are dictated by their overall purpose—to describe how you completed this study. As has been said, “form follows function.” This chapter is essentially a step-by-step guide for those who may wish to duplicate the study to see in the results are the same. This “cookbook receipt” should allow those who would scoff at your findings to replicate your work to assess the reliability of your results.

Like the previous chapter, the first paragraph here is a preview of the entire chapter. In most studies the following sections are used: *Design of the Study; Survey* or *Instruments;* and *Participants.* Again, these are suggestions, so choose section titles that fit. The opening paragraph for this chapter may begin like the following:

The purpose of this chapter is outline the methods used to collect data to address the problem identified in *Chapter One* (a proper name and hence the capitals and the italics). In this section, you will outline the general design of the study, describe the development of the survey and instruments used in data collection, and then identify the subjects that participated in the study. At the conclusion of this chapter, you take time to offer a summary of your thoughts on these methods.

**Design of the Study**

In this section describe the general design of the study—how it was conceived, how the data were generally treated, how the decisions were made relative to the Hypotheses or Research Questions. In some cases, a description of the model of the design of the study should be described in detail and perhaps illustrated (see Campbell & Stanley, 1963). In this section you will also trace the evidence for your permission to go forward with the study (i.e., permission from the *Institutional Review Board, see the Faculty Research Advisor for an explanation*).

**Survey or Instrumentation** (choose a title that fits)

If you have used a survey to collect data, you will use this section to meticulously describe how the instrument was designed and developed, what items it included, how it was distributed and collected. Be as descriptive as possible. You may wish to include a copy of the survey in the Appendix. If so, you would tell the reader that a copy of the survey may be found in Appendix A. Please note that you may not survey any population without the written consent of the administrator concerned. Consequently, if you use a survey, you will absolutely have a copy of the signed permission letter in the Appendix.

**Subjects/Population**

If you studied a particular group, you will need to describe that group in detail in this section. Use every conceivable and appropriate demographic descriptor to help the reader understand who participated in this study. You may include all or some of the following: age, experience, income; education; sex, etc. A more detailed description of the subjects may be included in published material (brochures describing the population) in the Appendix. If so, you would tell the reader to see Appendix B for more detailed demographic data.

**Summary**

Take this opportunity to summarize the methods. Recap what you believe are the central points in your methodology assessing both strengths and weaknesses you have noticed. Your summary would begin like this ... “In conclusion, the primary methodologies included…”

**CHAPTER FOUR**

**RESULTS**

This chapter reports what happened as a result of the methods outlined in the previous chapter. It will be up to you to organize this presentation in a systematic way to make the data understandable (charts, graphs, and tables are often used in this presentation). A simple survey of 30 students can produce mountains of data and a myriad of possible combinations of variables that may be interesting. However, after you have examined the data, figure out what are the most important findings relative to the problem you initially intended to address in the *Statement of the Problem*. What makes this method scientific is your willingness to “call it like you see it.” You are ethically bound to report only what you have found, nothing more. Consequently, do not go beyond the data. If the data do not support your intended results, say so. A finding of “no findings” is a significant finding. An opening paragraph in this section may sound like the following:

The purpose of this chapter is to present the results of the methods described in the previous chapter. These results will be organized around the two fundamental questions addressed in *Chapter One*: Are the complex problems in classroom management facilitated by a skill in creative thinking? Do groups of teachers identified by peers as high in classroom management ability have higher creative thinking abilities than their lower rated colleagues? Consequently, the role of creative thinking in classroom management will be explored in the following two sections: *Classroom Management and Creative Thinking* and *Characteristics of High and Low Creative Thinkers.* In each case, a graph of the results will be followed by a discussion of the major findings in the data. At the conclusion of this chapter, the writer will offer a brief summary of his general observations relative to the two questions cited above.

**Question 1: Are There Measurable Differences in Teacher Creativity?**

Present a chart/table/graph of the results that best illustrates an answer to the question posed in the first chapter. Following the chart/table/graph offer a vigorous discussion of what you believe is a conservative and plausible explanation of the data you have presented. You would also cite any alternative explanations that could explain the findings.

**Question 2: Is Classroom Management Ability Related to Creative Thinking?**

Present a chart/table/graph of the results that best illustrates an answer to the question posed in the first chapter. Following the chart/table/graph offer a vigorous discussion of what you believe is a conservative and plausible explanation of the data you have presented. You would also cite any alternative explanations that could explain the findings.

**Summary**

In a concluding summarization of the data, very conservatively underscore the results and how they are linked to the initial problem as stated in *Chapter One*. In a restatement of the major findings, restate potential alternative explanations of the results that are expressions of (errors of reliability and validity) that may be responsible for these findings.

**CHAPTER FIVE**

**CONCLUSIONS AND RECOMMENDATIONS**

After a long and intense investigation of the problem or issue, you are now ready to draw conclusions based on your experience. As a result of those conclusions you will make a reasoned recommendation that addresses each conclusion. In essence, you are furthering what is known about the question/problem at issue (correcting, deepening, or extending our collective understanding relative to the problem you identified. Because this is primarily your opinion, this section requires little citation. However, you should attempt to connect the dots between your work and that of other published theorists in the field. In this chapter, **your ideas matter.**  It is now time for you to make something of this investigation and to suggest a reasonable path from this point. If there is something that you obviously left out, this is a great place to recommend further study of one or more ideas that you either overlooked or did not have the time or resources to look into.

Like every other part of this exercise, this is a disciplined effort that follows a clear path. You are to reflect on each chapter and offer your thoughts on your experience in that area (the problem; the professional literature; your methods; the results; and finally the entire issue). These thoughts are organized into thoughtful conclusions and reasoned recommendations. Consequently, at a minimum the number of paragraphs in this chapter is equal to the number of chapters plus one (the opening paragraph). Speaking of which, the following paragraph(s) are offered as a model for this chapter.

The purpose of this chapter is to reflect on each aspect of this investigation and draw reasoned conclusions from the data. Based on these conclusions, the writer will make what appear to be appropriate recommendations that address each conclusion. Briefly, this chapter will include the writer’s thoughts on the problem as originally identified in *Chapter One*; the coverage of the professional literature in *Chapter Two*; the methods that generated the data on which these conclusions are based; alternative explanations for the findings in *Chapter Four*; and finally a conclusion and recommendation on the overall issue at hand.

Regarding the problem, the writer concluded that it was stated … (too broadly, narrowly, naively, etc). To address that issue, the writer recommends that subsequent investigations narrow (broaden, limit, and expand) the scope of the problem to investigate…

In this writer’s opinion, the professional literature was heavy in ….however, the writer found little information on … To address this concern, the writer recommends that more research be done on…

Upon reflection, the writer has concluded that the methods used to generate the data in this study appeared to be flawed. The sample of teachers selected was too… (small, biased, etc.). Consequently, the writer would recommend that more work be done in this area address that issue by …. In addition, the writer concluded the survey instrument was too…and recommends that subsequent investigations consider…

Regarding the findings offered in the previous chapter, the writer has concluded that the significant/insignificant relationships between creativity and classroom management may be due to (propose an alternative explanation for the findings)…As a result of this confusion, the writer recommends that…

End the paper with an attempt to complete the cycle of research you started in *Chapter One* (close the loop). Go back and read *Chapter One* (especially the S*tatement of the Problem*) and make sure you restate the question and or problem and clearly address it in a conservative yet definitive manner, drawing an appropriate conclusion and making a reasonable final recommendation that clearly identifies where to from here. Finally, if you have selected a “funky” title, make sure that you close with that title fully explained.

**WORKS CITED**\*

(this title is centered on the page vertically and horizontally)

\* Please note the difference between *References or Works Cited* (only the items cited that appear in the text) and *Bibliography* (a reading list that may include items not mentioned in the text). Make sure to delete all of these directions.

# WORKS CITED

Anastasia, A. F., & Huang, L. N. (Eds.). (1998).  *Psychological testing: and other cosmic jokes*. Toronto: McMillian\*

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Jones, A. A., & Author, B. B. (Date of publication). Title of article. *Title of journal, volume number*(issue number if available). Retrieved month day, year, from http://Web address.

Writer, A. A., & Author, B. B. (Date of publication). *Title of article*. Retrieved month date, year, from http://Web address.

**Note**: These are all done with a hanging indent. To execute a hanging indent, highlight all the entries (it’s much easier to first do them all in single space flush on the left margin with a space between each entry), select *Paragraph*, under *Special* use the pull down menu to select *Hanging*, and then select “ok.”

\*In alphabetical order (by authors); Indented and single-spaced. See APA style manual (chapter 3) or **www.apa.org/journals/webref.html** for other citations and examples…be consistent.

**APPENDIX(ES**)

(This title is centered on the page, but this entire section is optional. It will contain all of the support material that does not fit nicely into the body of the paper. There will be a separate Appendix page and title for each item in this section. Make sure the numbering is correct, i.e., if you include a 2 page survey following Appendix A, Appendix B will be Appendix A+2.)

**APPENDIX A**

**TITLE OF APPENDIX**

(Each item in the Appendix must be fronted by a page like this)