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Academic Integrity
Students in this course are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc/. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for students with disabilities
In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent website at: http://www.stuaff.northwestern.edu/ssd/
OBJECTIVES AND OVERVIEW OF THE COURSE:

The central goal of the master’s project sequence is to develop research skills that you can incorporate into your practice throughout your career, as well as to expose you to existing knowledge in the field.

The course work is intended to support you through readings, large group discussion, and analysis that inform us about practitioner research and inquiry. The courses are also designed to support your research through a smaller research group and coach who will provide more in-depth opportunities for discussion, analysis, feedback, and response as you continue your own project.

The overall objective of this course is to introduce a model of teaching and learning that is known in our School of Education and Social Policy (SESP) as “inquiry,” and in so doing help you to define a question for your Master’s Project and prepare a review of the literature based on your research question. Inquiry is a model that is useful in most settings where learning and teaching take place; it is a model that is useful in conducting research. Indeed, you will find that methods of inquiry are used in most of the courses that you take in the Master of Science in Higher Education Administration and Policy Program and in SESP. Questioning is the foundation of inquiry. Hence, 406 will focus on the highly complex task of forming a research question and examining the literature pertaining to this research question/topic(s). To help you engage in meaningful questioning, cultivate a question for your Master’s Project, and complete a literature review, the course has specific objectives:

1) To develop and refine a question of interest until you discover the point of doubt that you care most to resolve. That point of doubt will serve as the basis for the Master’s Project question (MPQ);
2) To review the literature related to the question for the Master’s Project;
3) Read in the domains of your question; define these domains, and reduce/synthesize the existing literature on your research question;
4) Complete a draft of the rationale for the master’s project;
5) Complete a literature review for the master’s project question;
6) To start to identify individuals to interview, artifacts/documents and/or modes of observation to analyze which may help to clarify the question and develop a preliminary proposal to resolve it; and
7) To articulate the question for the Master’s Project and your literature findings to others so as to engage them in dialogue about it and about procedures for addressing the question.

All students will be members of a small coaching group. In general, students remain in the group for the duration of the Master’s Project sequence. In 406, we will be engaged in building communities of researchers. As members of such communities, we question and refine questions through discussion with others. Students will see that discussion helps the formation and exploration of questions for the Master’s Project. Indeed, it is an interactive mode of teaching and learning where a variety of disciplines and topics are pursued.

By Session VI, you will be asked to formally state your Master’s Project question. That statement will be posted on Blackboard so that those with similar interests can find you. Within your coaching group, you will be paired with others who may share related interests, and you will have opportunities to work closely with these peers during the course.
MSHE 406 should be both exciting and a valuable resource for preparing you to pursue your Master’s Project and to work in higher education.

**COURSE REQUIREMENTS:**

1) Attend all classes, and for the duration of each class. If you must be absent due to an emergency or illness, please contact your coach as soon as possible and make arrangements to complete work so that continuity in the course is preserved.

2) Complete all readings on time—before the class for which they are assigned;

3) Bring the written work assigned for each class to the session. It must be word-processed and, at times, may be emailed to your coach. (Note: coaches will identify deadlines by which written work is to be submitted and in what format.)

4) Participate actively in the class discussions and activities.

5) Master’s Project Question is due November 5th to coach and Blackboard Assignments.

6) Draft of the MP Rationale is due November 12th to coach and Blackboard Assignments.

7) Complete IRB CITI training online by November 12th and submit proof to your coach.

8) An outline of the literature review with the main domains—in other words, a preview of how the literature can be synthesized—due to coach by November 19th. You should relate articles to each other and to your deepest point of doubt.

9) An informal presentation of the MP question, literature findings, and proposed ideas to collect data takes place in small groups on the last day of class, Monday, December 3rd.

10) MP Literature Review (graded draft) is due Monday, December 10, 5:00 PM. (you will get a chance to revise later in the sequence)

*Please note that an NU e-mail address is a requirement for the course.*

**GRADING:**
Course requirements are listed above. Serious, careful work submitted on time is necessary for success in this course. Those who attend all classes, submit all assigned work on time, and participate actively are candidates for A’s and B’s.

**BLACKBOARD:**
Blackboard is a software package that we will make use of in the course. Blackboard allows students to continue reflections that are begun in class and to communicate about topics related to the Master’s Project. You are encouraged to visit the site each week, between classes, and to post questions and comments about the readings, the topics that have arisen in class, your individual Master’s Project topic or question, the topics or questions of others, even discussion and questioning themselves. Here, you may also share resources that others might find helpful in their research. You will find both general messages to all on the site as well as dialogue that is restricted to those in your coaching group. Intelligent use of Blackboard may greatly enhance your experience in 406 as well as your understanding of technology in the field of higher education.

**COURSE MATERIALS:**
Required (used in 406, 407, 408):


**Blackboard and Online Materials:**


**Examples of Research for Discussion:**


In addition to the readings, the following website will be useful when applying **APA style**: http://owl.english.purdue.edu/owl/resource/560/01/

There are a number of good sources online that describe how to conduct a **literature review**. There is even a sample literature review. For more information, go to http://www.tcnj.edu/~library/research/guides/HowtoConductaLiteratureReview.htm http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review
There are a number of good sources online that describe interviewing as well:
Tips for Interviewing (Blackboard)
General Guidelines for Conducting Interviews (Free Management Library)
http://www.managementhelp.org/evaluatn/interview.htm

All written assignments should be processed in 12-point font, Times New Roman, 1” margin all around. (All assignments are to be completed before class and, if written, then submitted in word-processed form. NO LATE PAPERS, PLEASE.)

SESSION I: Thursday, September 26, 2013

TWO EXCERISES DUE BY THE FIRST CLASS:

1. Brainstorm before class and bring at least one or two possible ideas for your Master’s Project. In no more than one-half page, state a question, or at minimum, a domain (or area of study) for your Master’s Project. Try to describe your question clearly - the thing you do not know but wish to resolve. No pressure, use this as a starting point to share with your small group (BRING ONE TYPED COPY FOR YOUR COACH AND A FLASH DRIVE TO DISPLAY ON THE MONITOR IN YOUR SMALL GROUP).

2. Please read the recent NBER (National Bureau of Economic Research) Working Paper titled, Are Tenure Professors Better Teachers?, written by David Figlio (Professor in SESP and Director of the Institute for Policy Research), Morty Schapiro (NU President), and Kevin Soter (Consultant for Greatest Good). Also read the links to very short articles that have been generated about this recent controversial working paper. Prepare and write down 8-10 observations or things you have learned so far, are concerned about, or want to learn about regarding research in higher education as you start your own research journey. Please bring to class for discussion. This assignment was sent to you in a recent email.

OBJECTIVES:
1) To become familiar with the Master’s Project sequence.
2) To gain an overview of the course.
3) To begin to identify the criteria of a “good” question and to interact with a panel of students/graduates who have recently completed the master’s sequence – How did you develop your Master Project Question (MPQ)?
4) To begin reflecting upon topics/questions of interest in small groups

MATERIALS AND ACTIVITIES (in class)
6:00-7:00 PM Overview of the Master Project Sequence (406, 407, 408) – Review “Master’s Project: A Description and Chronology.” Review course syllabus.
7:00-7:30 PM Panel with the research coaches (Aaron Hosmon, Jenny Puchtel, Katy Weseman, Elizabeth Daly, Kate Biddle): Introductions and Focus on developing research questions, why research is important and how it is used in practice, and ethical issues in collecting research
8:00-9:00 PM In coaching groups, make introductions and participate in activities designed to help uncover areas of interest/concern for possible MPQs.
SESSION II: Thursday, October 3, 2013

OBJECTIVES:
1) To interact with a panel of researchers/alums that use research techniques in their careers
2) To become familiar with the Institutional Board Review Board (IRB) website and CITI training program – learning the ethics of doing research.
3) To become acquainted or reacquainted to the use of the library and other sources
4) To become more familiar with your research topic/questions

ASSIGNMENT:
1) Read Merriam, chapters 1-4 (pp. 1-83).
2) Read Creswell, pp. 68-80 (identifying a research problem) and 143-147 (writing research questions) (on Blackboard)
3) Read Savin-Baden, M. & Major, chapters 6-7, pp. 87-111 (“who” and “what” and research questions)
4) Read Cassell, (risks and benefits to subjects of fieldwork) pp 134-43 (on Blackboard).
5) Read and bring two articles that address your topic/question to class (e.g., can be research articles/studies or even Chronicle of Higher Ed or Insider articles).
6) In no more than one-half page, restate your research question, or at minimum, a domain (or area of study) for your Master’s Project. Try to describe your point of doubt clearly - the thing you do not know but wish to resolve – in other words refine from last week’s version (BRING TWO COPIES).
7) IRB/CITI training before November 7th. http://www.irb.northwestern.edu/training/citi
8) IRB Home Site – also has Chicago and Evanston drop-in hours or by appt: http://www.irb.northwestern.edu/
   Kathleen E. Murphy, PhD, CIP, Manager, Social and Behavioral Research Northwestern University Institutional Review Board, Office for Research
   Chambers Hall, 600 Foster Street, Rm 234 Evanston, IL 60208
   847-467-1723
   kemurphy@northwestern.edu

MATERIALS AND ACTIVITIES (in class):
6:00 – 7:00 PM: Panel of students/graduates sharing their process of finding a deepest point of doubt and a research question.
   Also distribute IRB training materials and use of the library materials.
7:00-7:15 PM: Discuss ethical issues in research, introduce CITI/IRB training (also posted on blackboard) and information on use of library (also posted on blackboard).
7:15 – 9:00 PM: In coaching groups, continue to refine research question(s) and review articles brought in and how they relate to the research question(s).

SESSION III: Thursday, October 10, 2013

OBJECTIVES:
1) To become familiar with models of research in education
2) To differentiate types of research (qualitative, quantitative, mixed methods).
3) To obtain an overview of possible sources of data and data-collection methods.
4) To gain insight into techniques of and approaches to research
5) To become familiar with research articles and how they relate to the master’s project.
6) To introduce the method of interviewing to obtain a perspective on the possible MPQ
ASSIGNMENT:
1) Read Merriam, Chapter 9, pp.209-235.
2) Read Creswell, pp.-46-65 (quantitative and qualitative research).
3) Read an example of qualitative research: Kezar, 2010)
4) Read an example of quantitative research: Porter, 2011)
5) Bring your reactions to these two examples above (e.g., similarities, differences, analyze the different sections of the two articles)
6) Prepare a simple interview protocol to interview one person that can assist you in refining your topic/question. For now, read for a quick exposure to interviewing: Creswell, pp. 225-230 and use Tips for Interviewing (both on Blackboard).

MATERIALS AND ACTIVITIES (in class):
6:00 – 7:00 PM: Large Group – What is research?
7:00 – 8:00 PM: In coaching groups, 1) discuss the research articles, how research articles are constructed, and how that relates to the MP
8:00 – 9:00 PM: In coaching groups, divide up in pairs and each student in the mini-group reads and responds to the other’s interview protocol and who will be interviewed. Change partners if there is time.

SESSION IV: Thursday, October 17, 2013

OBJECTIVES
1) To continue to differentiate types of research.
2) To continue to explore possible sources of data and data-collection methods
3) To explore existing data from surveys with help from our guest panelists.
4) To use the research method of interviewing to obtain a perspective on the possible MPQ
5) To develop a cluster of questions to help resolve your MPQ.

ASSIGNMENT
2) Read Creswell, pp. 145-146 about sub-questioning.
3) Write a cluster of 4-6 questions about your MPQ (this may have your MPQ and 3-5 sub-questions). These questions should help make your MPQ clearer. Please bring this list of questions to class. The cluster will be handed in to your coach.
4) Use the protocol that you wrote last week to conduct an interview in your internship site/workplace or an expert that will help you to obtain a broader understanding of the MPQ or area of research that you are interested in pursuing. This area may change over the next few weeks. Consider your interview as one way of investigating the issues that you are interested in (and possible sources of data later on).
5) Write a summary (1 - 2 pages) of your interview findings, emphasizing your perspective and how this aided the development of your question.

MATERIALS AND ACTIVITIES (in class)
6:00 - 7:30 PM: Lisa Metzger-Mugg, Director of Institutional Research, Northwestern University will talk about Existing data/ national and local data, including consortia data.
7:30 –9:00 PM: Students meet in dyads/triads. Each student in the mini-group reads and responds: 1) to the other’s interview findings and 2) to the other’s cluster of questions.
SESSION V: Thursday, October 24, 2013

OBJECTIVES
1) To learn about reviewing literature as a way to inform your research.
2) To gain insight into how literature reviews can be used to bring one to a researchable question that one cares to resolve.
3) To explore how domains are derived from a research question and the literature.
4) To explore the use of theory in relation to research
5) To look at some literature review examples.
6) To introduce or reintroduce APA style.

ASSIGNMENT
1) Read Creswell, pp. 89-109 (reviewing the literature)
2) Reread Merriam, pp. 71-76
3) Read Savin-Baden, M. & Major, chapters 8-9, pp. 112-147 (literature reviews and theoretical and conceptual frameworks)
4) “A literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. It's usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question.”
   http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review/
   There are a number of good sources online that describe how to conduct a literature review. There is even a sample literature review. For more information, go to http://www.tcnj.edu/~library/research/guides/HowtoConductaLiteratureReview.htm
5) Read Love, 2012 vs. Evans & Guido, 2012 (the response to Love) to explore the importance of using informal vs. formal theory in research
6) Continue to find articles/research about your MPQ for a review of the literature

MATERIALS AND ACTIVITIES (in class)
6:00 – 7:00 PM: Discuss Literature Reviews/Activity
7:00 – 9:00 PM: In coaching groups, there will be a discussion of literature reviews, domains, and how to use some helpful aids to synthesizing (handouts will be given). In addition, continued exploration of the MPQ is also taking place. Librarian will be available for one-on-one help with keywords and sources – if requested.

SESSION VI: Thursday, October 31, 2013 (Halloween: treats provided, costume optional!)

OBJECTIVES
1) To express the Master’s Project question as it stands now, prepared to be shared to the whole class on blackboard.
2) To learn more about interviewing and observation techniques.
3) To prepare for a second interview or observation that will help the development of the question and literature review.
4) To experience a method of conducting an interview or focus group called Q-sort.

**ASSIGNMENT**

1) Master’s Project Research Question is due. In as straightforward a manner as you can, state the domains of your Master’s Project question and the question itself as it now stands and “why do I find this MPQ of interest?” Should be about 2-3 pages in total. Submit to coach. Questions and domains will be posted on Blackboard in the coming week so that individuals can share across groups as well as in the assigned coaching groups.

2) Read Merriam on conducting effective interviews: pp. 85-115

3) Read Hermanowicz, pp. 479-499 (strategies for interviewing).

4) Read Merriam on being a careful observer: pp. 117-137 (for more on observation you can also read Glesne on being a participant-observer – on Blackboard)

5) Get ready to have another interview with another individual or participate in an observation regarding your master’s project question/topic. Revise or revamp the interview protocol or devise an observation protocol. Prepare to share it with group.

6) Continue to find articles/research about your MPQ for a review of the literature.

**MATERIALS AND ACTIVITIES (in class/ coaching groups for entire class)**

6:00 – 6:45 PM: Depending on research questions, more guests with external/existing data may be invited. Be introduced to Q-sort technique and discuss its uses in interviews/focus groups. Also learn and use the MP template

6:45 – 7:30 PM: Review Master Project Questions/ Discuss how observation or interviewing another individual will help the MP.

7:30 – 8:00 PM: Review revised interview protocols.

8:00 – 9:00 PM: Work on literature review outlines (domains) and “visual mapping” of the literature review. Discuss any questions about the rationale that is due next week.

**SESSION VII: Thursday, November 7, 2013**

**OBJECTIVES**

1) To refine the MPQ after a second interview.
2) To express the rationale for researching the MPQ
3) To understand the ethics of doing research by completing the CITI training.
4) To explore ways to visualize the literature review.
5) To engage in discussion that helps others refine MPQ and literature review outlines, and share resources

**ASSIGNMENT**

1) **MSHE 406 Master’s Project Rationale Due**

The rationale for the question will include the research question whose resolution you will pursue with the Master’s Project and address at least 3-4 of the questions below:

A) Why it is important to resolve the question, given the research and the state of our understanding;*

B) How the questions are researchable, i.e., within the locus of your control to address;
C) Why you feel passionate about resolving the Master’s Project question;*
D) How the MPQ and your thinking about your topic has developed;
E) Why you believe that pursuing its resolution will help you to improve your practice or its contribution to the field;* and
F) What assumptions or biases you have about this question as you enter the research process.
   • used most frequently in the past

2) Continue to find articles/research about your MPQ for the literature review.
3) Deadline for finishing IRB training through Institutional Review Board (IRB). Please show proof of completion to coach and upload it to Blackboard Assignments.
4) Summarize the findings of the second interview or an observation. Write a summary (1 - 2 pages) of your interview or observational findings, emphasizing your perspective and how the interview/observation plays a role in shaping your MPQ and/or literature review.
5) Read Merriam: pp. 139-163 (mining data from documents/ using artifacts)
6) Explore some ideal forms of data that you might gather for your MP. Bring a list of possible documents that you may want to collect for your MP (e.g., from websites, institutions, etc.), a list of individuals that you may want to interview (don’t have to have specific names – e.g., first year students at NU, newly tenured faculty, etc.) and a list of possible observations that you would use (if any) to move forward in answering your question.

MATERIALS AND ACTIVITIES (in small groups and across coaching groups)
6:00 – 6:30 PM: Meet with partner in the coaching group and read his/her rationale for discussion
6:30-7:00 PM Meet with partner in the coaching group and share findings of interview or observation.
7:00 - 8:00 PM: Discuss the list of ideas that you generated for collecting data for your MP in your coaching group.
8:00 - 9:00 PM: Discuss MPQ, rationale, literature review outline/ sources, and other important information (e.g., list of ideas for collecting data) with members across groups (we will help you to find each other).
As needed: Meet individually with coach about progress on the MPQ and Literature Review Outline.

SESSION VIII: Thursday, November 14, 2013
No Formal Class Meeting. Individual Consultations with Research Coaches During this Week and the beginning of the next week to Review MPQ, Rationale, and Literature Review Outline/Draft of Literature Review and be ready to present on November 21st.

OBJECTIVES
1) To formulate an outline for the literature review, including domains and sub-domains.
2) To use readings to reflect upon and refine the Master’s Project literature review.
3) To create an outline for review of the literature on your MP topic.

ASSIGNMENT

1) MSHE 406 Master’s Project Literature Review Outline Draft Due to Coach by Tuesday, November 12, 2013 in order to get feedback. Literature Review Outline should also include
**reference list so far** (Can also draft a domain for your literature review to review with your coach)

2) Assess the articles/research about your MPQ for a review of the literature.

**SESSION IX: Thursday, November 21, 2013**

The objective of this session is to communicate with others, both inside and outside your coaching section, who share interest in the topic of your Master’s Project. Guests will be invited in your research question practice areas. Hence, discussion groups/sections will be reorganized for Session IX where you will have an opportunity:

1) **Prepare a 1-2 pager that includes your research question and literature review outline.** Also please attach a list of your references. This document will help aid the conversations. Please bring enough copies to share in your small group. In approximately 10-15 minutes, share your research question(s), brief literature findings, and some possible plan/ideas to research the Master’s Project Question. Other peer, as well as guest faculty and practitioners, in mini-groups will offer comments, questions, and suggestions.

2) Participate with others in the discussion of their questions/topics to help them clarify their Master’s Project and progress towards resolution of the MPQ and prepare for MSHE407.

3) These small groups will help finalize thoughts for the written literature review due on December 5th and gather ideas/suggestions/contacts to prepare for data collection.

**ACTIVITIES** (in pre-arranged groups)

6:00 – 9:00 PM: In your group, in round-robin fashion, lead a discussion about your research question (MPQ), rationale, literature review outline/sources that you have discovered, as well as other important information (e.g., list of ideas for collecting data) with the members of groups, including the special guests. **Be sure to provide copies of your literature review outline and MPQ for the members of your mini-group.**

**NOTE:** NO CLASS on Thursday, November 28, 2013 – Thanksgiving

Use this week to continue writing your literature review that is due on December 5th. May consult with research coaches and instructor if needed.

**SESSION X: Thursday, December 5, 2013**

**ASSIGNMENT**

MSHE 406 Master’s Project Question, Rationale, Literature Review and Data Collection Ideas Due Thursday, December 5, 2013, 5:00 PM loaded in Assignments in Blackboard. *Bring a Copy to Class for Research Coach and 2 Copies of your “Data Collection Ideas” (see #4 below)*

This deliverable should contain the following information in 4 parts (approximately 20+ pages – no more than 30 pages):

1. The research question whose resolution you will pursue with the Master’s Project;

2. The rationale for the question (revised from November 7th assignment), may include discussion of:
   A) Why it is important to resolve the question, given the research and the state of our understanding;
B) How the question(s) is researchable, i.e., within the locus of your control to address;
C) Why you feel passionate about resolving the Master’s Project question(s);
D) How the MPQ and your thinking about your topic developed;
E) Why you believe that pursuing its resolution will help you to improve your practice or the field of higher education; and
F) What assumptions or biases you have about this question as you enter the research process;
(1-2 pages total)

3. Using your literature review outline, a preliminary literature review in which you synthesize at least 20 pieces of literature into appropriate domains that inform your thinking about the question(s) in your Master’s Project and your procedure for addressing them. Include an introduction/background section and conclusions section. If possible, discuss articles that present different/conflicting perspectives on your MPQ and related issues (synthesize); (about 20-25 pages, no more than 30); and

4. A brief description, titled "Data Collection Ideas" of the kinds of information that you will need to gather in order to address the question(s) in your Master’s Project, and the procedures you plan to follow in order to gather the evidence. Note: As you are about to begin your fieldwork, ask yourself: what data in the field site will I gather in order to address my Master’s Project Question? (1-2 pages). Bring 2 copies of #4 to class for discussion.

OBJECTIVES
1) To engage in discussion about the literature reviews.
2) To prepare for next quarter by discussing ideas for data collection
3) Also explore some examples of displayed data in preparation for 407/408

MATERIALS AND ACTIVITIES (in coaching groups and across coaching groups)
6:00 – 6:30 PM: Looking Ahead and Preparing for MS_HE 407: What do you need to be doing over break?
6:30-7:30 PM: In your research group(s) explore some examples of displayed data in preparation for 407/408
7:30-8:30: In your research group(s) and across research groups based on interests, share discussion about articles/research sources that you have discovered and resources for data collection. Engage in discussion about resources for data collection/Prepare for MSHE 407. Use #4, “Data Collection Ideas”
8:30 PM: Celebration of end of quarter
Master’s Project Outline*

Title Page

Abstract (no more than 120 words)

Table of Contents

Research Question

Rationale for the Project

Introduction/ Background of Master’s Project

Literature Review

Data Collection
  Data sources
  Methods/instruments used for collection
  Consents secured
  Ethics considered

Data Results Summary
  Analyze/describe the data -- use tables, graphs, and other visuals if possible

Data Interpretation
  Integration of your data results summary and the literature
  Interpret (explain the meaning of the data)

Conclusions
  Implications of the research project for the field
  Lessons learned
  New questions
  New models or interventions suggested by your research
  Limitations of the study
  Changes to consider for next time
  Next steps/suggestions for future research/new questions

References

Appendices
  Data collection instruments
  Blank consent and permission forms, IRB approval
  Miscellaneous items and/or artifacts or documents collected

*Other Features: APA style
  (e.g., Times New Roman, 12; double-spaced;
   page numbers on top right corner )
This rubric is designed to provide formative feedback on the literature review. In most cases individual items use a 1-2-3-4 set of response categories that are described in more detail below. If an evaluation of 1 or 2 is made on any dimension, additional comments will be made at the end of the document providing more detail about the assessment of those areas.

**Response Categories:**
- **1 = Not yet adequate.** This assumes that the writer will rewrite to correct this problem.
- **2 = Could be improved.** The writer may choose to rewrite or not, but understands that this aspect of the paper could be improved.
- **3 = Good.** This evaluation means that this aspect of the paper generally conforms to the high standard expected of a graduate student at Northwestern University. There is no need to rewrite to improve this aspect of the paper. *Most students will receive this evaluation on most items.* Students who receive this level of evaluation consistently across the rubric often will receive a grade of “A” for their paper.
- **4 = Exceptional.** This category acknowledges that the work on this aspect of the paper is extraordinarily good. It may show particularly deep insight, unusually careful reasoning, exceptionally elegant writing and/or editing, etc.

**I. Introduction:**
1. Did the introduction explain which domains would be covered?  
   - Yes  
   - No
2. How well did the introduction explain why these particular topics are relevant to the project? (please circle the appropriate assessment.)
   
   1  2  3  4

3. How well did it explain the general structure (progression of ideas) that would follow?
   
   1  2  3  4

**II. Sources:**
1. Did the domains chosen provide a good understanding of the research topic?  
   - Yes  
   - No, should have included:

2. Can the reader identify the domains?  
   - Yes  
   - No

3. Did it adequately convey *current thinking* on the topics?  
   - Yes  
   - No

4. Did the literature chosen provide an adequate background for the research topic?
   
   1  2  3  4
III. Synthesis:
1. Were domains organized by ideas, synthesized across pieces of literature, as opposed to presenting a progression of summaries of individual books/articles?
   1 2 3 4

2. Were ideas clearly supported from the literature?
   1 2 3 4

3. Did the review look critically at the literature, noting where individual ideas/findings were validated or challenged by other pieces of literature?
   1 2 3 4

IV. Structure and Format:
1. Did the literature review present a logical progression of ideas?
   1 2 3 4

2. Were there clear transitions between sections?
   1 2 3 4

3. Were technical terms explained and jargon avoided?
   1 2 3 4

4. Were interesting visuals used (e.g. models, graphs)?
   ___Yes
   ___No

5. Were references properly cited in APA style?
   ___Yes
   ___No

6. Was the paper carefully edited?
   ___Yes
   ___No

V. Conclusion:
1. Did the conclusion provide a good summary of the important ideas from the literature?
   1 2 3 4

2. Did the writer show how existing knowledge informed the development of his/her project? (e.g. helped narrow/refine question, provided a model to work from, helped inform data collection plans)?
   1 2 3 4

Comments on Literature Review (back of page):

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FINAL PROJECT RUBRIC

This rubric is designed to provide formative feedback on the final project. In most cases individual items use a 1-2-3-4 set of response categories that are described in more detail below. If an evaluation of 1 or 2 is made on any dimension, additional comments will be made at the end of the document providing more detail about the assessment of those areas.

Response Categories:

1 = Not yet adequate. This assumes that the writer will rewrite to correct this problem.
2 = Could be improved. The writer may choose to rewrite or not, but understands that this aspect of the paper could be improved.
3 = Good. This evaluation means that this aspect of the paper generally conforms to the high standard expected of a graduate student at Northwestern University. There is no need to rewrite to improve this aspect of the paper. Most students will receive this evaluation on most items. Students who receive this level of evaluation consistently across the rubric often will receive a grade of “A” for their paper.
4 = Exceptional. This category acknowledges that the work on this aspect of the paper is extraordinarily good. It may show particularly deep insight, unusually careful reasoning, exceptionally elegant writing and/or editing, etc.

1. Was the research question clearly articulated and compelling
   1 2 3 4

2. Was the rationale for the project clear and compelling?
   1 2 3 4

3. Was the literature review comprehensive?
   1 2 3 4

4. Was the literature used effectively in the research interpretation?
   1 2 3 4

5. Was the data collection plan appropriate to the question and well documented?
   1 2 3 4

6. Was the evidence provided of an appropriate type and quality to address the question?
   1 2 3 4

7. Was the evidence summarized in a useful way (e.g. outlining key points, providing diagrams or graphs)?
   1 2 3 4
8. Was the interpretation compelling (e.g. good ideas, useful themes, convincing explanations)?
   1  2  3  4

9. Did the conclusion explain what new research questions or activities were suggested by her/his project work?
   ____Not Articulated  ____Minimally Articulated  ____Well Articulated

10. Was the project relevant and important to the researcher's practice?
    ____Yes  ____Relevance Not Made Clear

11. Was the project relevant and important for other audiences?
    ____Yes  ____Relevance Not Made Clear

12. Did the project provide insight into the author's experiences as a novice researcher and a sense of what was learned?
    ____Not Articulated  ____Minimally Articulated  ____Well Articulated