

## ED 607: Applied Educational Psychology, FALL 2004

Section 1: North, Central, and West Missouri

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### FALL 2004 Meetings

Will be available summer 2004

**Course Description:** A workshop on classroom management designed for one semester and full year interns. Meets six times during the internship.

**Objectives:**

1. Provide opportunities to formulate, implement, and review ongoing decisions during the internship, especially those which affect teaching methods and classroom management.
2. Learn ;and/or review concepts and techniques useful in classroom management.
3. Learn and/or review concepts and techniques for establishing effective communication and relationships with students, parents, and other stakeholders.
4. Provide assistance with the research study and digital portfolio.
5. Provide ongoing support and encouragement during the internship through all of the above and through the opportunity to reflect in writing and in a workshop format on problems, experiences, and decisions made during the internship.

**Time:** Class meets 8:30 to 3:30 with a working lunch. Allow extra time if traveling, so that you are in class, ready to go before 8:30. Consistent lateness is unprofessional behavior and may affect your grade.

**Attendance Policy:** Attendance is required at all meetings. One Saturday class is the equivalent of 2.5 weeks of a 15-week semester. All schools have agreed in writing to release interns to attend all ED607 meetings. You have the right and the obligation to set limits with your mentor so that you may attend Saturday classes, including leaving at a reasonable time on Friday after school if you need to travel a great distance on Friday before a Saturday class. Excused absence in the case of an emergency will require a make-up exam or project. An unexcused absence or consistent lateness is unprofessional and will result in a drop of one letter grade. Only one excused absence/makeup is allowed. Students missing one-third or more of the class meeting time (two or more days) will received a C, D, or F.

### Required Texts: All from Truman Printing Service:

Martin, R. (2003) *A skills and strategies handbook for working with people.*

Martin, R. (2003) *Connect and Involve: Procedures for Increasing Learning and Responsibility.*

Martin, R. (2003) *Act and Feel Motivated: Encourage Quality Work, Develop Responsible Students.*

Martin, R. (2003) *Enjoy the Journey: How Teachers Can Plan, Organize, and Maintain Balance.*

**Evaluation** Based on: Participation and oral presentations at six class meetings and written assignments. Evaluation Criteria:

- Preparation: Evidence of having reading assigned material, coming prepared.
- Professional work on the paper portion of assignments: Papers need to be typed and to show evidence of care in writing, editing, and proofreading. Evidence of having reflected.
- Participation: Evidence of on-time attendance, involvement in presenting, discussing and critiquing work of self and others.
- Insight/quality of thought: You relate and apply concepts/techniques/general principles to concrete experiences in the internship.

## Assignment Schedule

### Due Class #1

- **Classroom management assignment for class #1.** SEE DESCRIPTION pp 3-4.
  2. Read *Connect and Involve*, Chapters 1, 2, 3, 4, 5, 6 (Theme: Connect with students)
- **Research Study/Electronic Portfolio Assignment.** State grade level and subject. Prepare a short description of the research project you hope to undertake. Discuss this with your mentor teacher and TSU supervisor,

### Due Class #2

- **Classroom management assignment for class #2.** SEE DESCRIPTION pp 3-4.
  - Read *Connect and Involve*, Chapters 7, 8, 9, 10 (Theme: Involve Students)
  2. Read *A Skills and Strategies Handbook*, Chapters 2, 3, 4, 9, 10 (Theme: Listening)
- **Research Study/Electronic Portfolio Assignment: References.** State grade level and subject. Prepare a reference list of materials relevant to your research project. Answer the following questions for each item: What is the purpose of including this item (1-2 sentences). At the top of your paper give the title of your study and a one sentence description of the research project

### Due Class #3

- **Classroom management assignment for class #3.** SEE DESCRIPTION pp 3-4.
  1. Read *Connect and Involve*, Chapters 11, 12, 13, 14, 15, 16
  2. Read *A Skills and Strategies Handbook*, Chapters 5, 11 (Theme: Directive Problem Solving)
- **Research Study/Electronic Portfolio Assignment.** Be sure to state grade level and subject. Subject content. Prepare an outline of the lesson or unit you hope to use as the basis of your study (your decision may change, and that's O.K.). Include overall objectives—what do you expect students to learn? To produce in the way of a product(s) or performance(s).

### Due Class #4

- **Classroom management assignment for class #4.** SEE DESCRIPTION pp 3-4.
  1. Martin R. (2003) *Act and Feel Motivated* Chapters 1, 2, 3, 4
  2. Read *A Skills and Strategies Handbook*, Chapters 6, 12 (Theme: Negotiating)
- **Research Study/Electronic Portfolio Assignment: Pre-assessment.** Be sure to state grade level and subject. Prepare a pre-assessment plan and pre-assessment instrument for your study. Briefly describe how this pre-assessment establishes what your students know and how you will use this information to make decisions about your unit. If you use short answer or essay questions, include a rubric or a sample answer showing what you are looking for.

### Due Class #5

- **Classroom management assignment for class #5.** SEE DESCRIPTION pp 3-4.
  1. Read *Act and Feel Motivated*: Chapters 5, 6, 7, 8, 9
  2. Read *A Skills and Strategies Handbook*, Chapters 7, 13 (Theme: Staying professional)
- **Research Study/Electronic Portfolio Assignment.** State grade level and subject. Make a list of artifacts you want to include in your portfolio. For each artifact, answer the following questions: What standards will this artifact meet? How will this artifact help you meet the standard?

### Due Class #6

- **Classroom management Assignment:** SEE DESCRIPTION pp 3-4.
  1. Read *Enjoy the Journey. How Teachers Can Plan, Organize, and Maintain Balance*
  2. Read *A Skills and Strategies Handbook*, Chapters 14, 15, 16, 17.
- **Research Study/Electronic Portfolio Assignment.** Be sure to state grade level and subject. Post Assessment. Prepare a post assessment instrument for your study. Briefly describe how this post assessment demonstrates that your students have learned. If you use short answer or essay questions, include a rubric or a sample answer showing what you are looking for.

## 607 Classroom Management Assignments

*Assignment Goals:* Read assigned material and identify ideas, attitudes, and practices which are relevant to your teaching practice as an intern. By putting the written assignment into the form required for the digital portfolio (i.e, artifacts and reflections), you will become more familiar with the Missouri teacher competencies and how to address them. You also generate artifacts you can incorporate directly into your digital portfolio if you choose to do so. SEE PAGE

Label each assignment as follows:

**HEADING: Date\_\_.** **Classroom Management Assignment for class #.** **Name \_.**

Note: You can put the following artifacts and reflections on the same page; simply label each section as an artifact or a reflection. Each reflection should be keyed to a particular competency. SEE ALSO PAGES 4 & 5 FOR ADDITIONAL INFORMATION.

**Artifact 1: Journal entry on connection of readings to internship.** Read Assigned Chapters for the day. Prepare a typed journal entry describing how the readings connect to your internship. Be sure to include the following information: What books, chapters did you read? (Be specific, list the chapters you read) How you will apply what you read/learned? Note: Don't summarize the content.

Note: Don't try to cover everything in the readings. As you read you will identify sections that you connect with your experience as an intern (including planning, teaching, working on your research project, getting along with teachers, students, parents, getting enough sleep, and so on. You might describe one or more current situations and relate them to what you have read. In any case, be concrete—your artifact is to relate to what you are actually doing or not doing in your internship (which could include ideas about what you might do in the future which result from your internship experience.

**Artifact 2: Exercise** Do one exercise from any of the assigned chapters of Note: Be sure you choose the exercise which has the most value for you at this time.

**Reflection:** Prepare a short reflection on the journal entry indicating which competency your artifact addresses (see list on page 5) and how your reflection meets the competency (see page 6 on digital portfolio reflections. Be sure to reflect on the following questions:

1. What made this exercise valuable for you?
2. How did this exercise help you?

**Artifact 3: Classroom Management Plan.** Make a very specific written classroom management plan which applies something from the readings or from class discussions to your internship or your classroom before our next meeting. Your classroom management plan Answer the following questions:

1. What is your plan?
2. Who will you try it with?
3. When will you try it?
4. Is your plan measurable? How will you know when you've succeeded? Eg., Weak plan: Be more encouraging (not measurable). Stronger, more measurable plan: Verbally encourage at least three students for each teaching period for the next two weeks.

**Reflection:** Report on Previous Plan. Prepare a short reflection on the journal entry indicating which competency your artifact addresses (see list on page 5) and how your reflection meets the competency (see page 6 on digital portfolio reflections.

Be sure to answer the following:

1. What was your plan?
2. How did it work? Be specific!
3. Is there anything you need or want to do regarding this plan?

### Classroom Management Scoring Guide

Category	0, 10, 20	30	35	40
1a. Documentation of Classroom Management Readings	Missing or too brief	Needs to (a) identify chapters read, and/or (b) give evidence of having read and understood reading.	You (a) identify chapters read, and (b) give evidence of having read and understood reading.	You (a) identify chapters read, and (b) give exceptional evidence of having read and understood reading.
1b. Application of Classroom Management Reading	Missing or too brief	Brief examples; examples need to be developed and/or tied more to theory	Well-developed, good examples, reflective; relates theory to practice	Exceptional examples. You engaged the text and are applying it in your classroom.
2. Exercise from Class Management Reading	Missing or too brief	Does not demonstrate command of information; needs development	Specific, reflective; relates theory to practice	Concrete details; good application; insightful reflection.
3a. Documentation of Skills and Strategies Reading	Missing or too brief	Needs to (a) identify chapters read, and/or (b) give evidence of having read and understood reading.	You (a) identify chapters read, and (b) give evidence of having read and understood reading.	You (a) identify chapters read, and (b) give exceptional evidence of having read and understood reading.
3b. Application of Skills & Strategies Reading	Missing or too brief	Brief examples; examples need to be developed and/or tied more to theory	Well-developed, good examples, reflective; relates theory to practice	Exceptional examples. You engaged the text and are applying it in your classroom.
4. Class Management Plan	Missing or too brief	Does not demonstrate command of information; needs development	Concise plan which is simple, measurable, and doable.	Concise plan which is simple, measurable, and doable and includes brief insightful reflection.
5. Report on Previous Plan	Missing or too brief	Does not demonstrate command of information; needs development	Concise thorough report on how your plan worked	Concise thorough report on how your plan worked and includes brief insightful reflection.
Professionally submitted: Editing, proofreading, typing, expression	Major problems	Minor problems with proof-reading, editing, typing, expression	Proofread, edited, typed, well-written	Proofread, edited, typed, well-written

### Research Study/Electronic Portfolio Assignments

Rationale: The purpose of the assignments is to get you started on your research study and electronic portfolio. For each class period, hand in a rough draft of the indicated documents.

#### Requirements for Assignments

1. **Type** all assignments.
2. **Label** all assignments **by date** and by assignment (e.g., Sept. 12, 2023/Classroom Management Assignment for Class #1).
3. **Keep a copy** of your assignment in case your original is lost.
4. **Be specific, detailed, and concrete.** Use I-statements. Say what you learned. Use story form where possible, (i.e. tell a story about what happened). Be sure you answer all the questions. Engage the text; show how what you have read interacts with the strategies you use and the decisions you make.
5. **Keep classroom management assignments and research assignments separate.** Hand them in separately. This will insure that you receive proper credit for your work.

## How to Do Digital Portfolio Reflections

The following was approved by Division of Education Faculty. It can be helpful in doing the assignments for this class and for completing your digital portfolio.

### New Reflection Guidelines

Each reflection should contain each of the following four parts, with the emphasis sometimes varying from competency to competency:

1. Consider the quality indicator as you choose an appropriate artifact. Describe the artifact succinctly.

2. Explain where the artifact came from and how it demonstrates the competency (How and why did you create this artifact? Why did you include this artifact? [NOTE: It is NOT appropriate to say the artifact was included to demonstrate the competency; rather explain why you chose this artifact rather than another that would demonstrate the competency.] How does this artifact show the necessary skills or knowledge?)

3. Analyze the effect the use of the artifact had on the students (What data shows the competency was met? What does the data show about your practice?) *[Data can be qualitative as long as it has been recorded (collected systematically) during a genuine teaching experience. This includes material from Journal entries, PBTE, supervisor visit notes, etc.]*

4. Reflect on the connections, both personal and professional, between the analysis and practice (What was learned from creating, using, and analyzing the effectiveness of this artifact? What literature supports the decisions you made? How will the artifact and the analysis of its effectiveness affect your future classroom?)

**\*\*NOTE:** This list is NOT meant to be an algorithm for reflection with specific paragraphs covering each of the four areas. In some cases parts may be combined, such as when the literature influenced the creation of the artifact or when the analysis of effectiveness demonstrates the competency more than the artifact itself. Instead, all reflections should in some way include all four parts"

## Electronic Portfolio Competencies

**Note:** The italicized bold headings are mine.

***Education: 1.1.1*** Evidence of candidate's completion of general studies courses (including the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences AND incorporation of multi-cultural and global perspectives) and experiences in the liberal arts and sciences.

***Discipline specific methods: 1.2.1*** Understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

***Student development: 1.2.2*** Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

***Individual differences: 1.2.3*** Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

***Planning: 1.2.4*** Recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

***Instructional strategies: 1.2.5*** Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

***Student Involvement in learning: 1.2.6*** Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

***Communication Skills: 1.2.7*** Models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

***Assessment Strategies: 1.2.8*** Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

***Professional Development: 1.2.9*** Is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

***Relationships with stakeholders: 1.2.10*** Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

## Appendix: Research Study Suggestions

Visit the Division of Education webpage explaining research options at <http://education.truman.edu/port.htm>

Read the MAE Handbook for the Professional Team, pages 15-19 for information on the research options.

**Visit with your internship supervisor.** All research studies are subject to the approval of your Truman internship supervisor, so see him or her early and often!

**Develop a research question early.** The most important part the research study process is developing a research question and a plan for answering that question. Begin developing possible questions before you begin your internship. Revise and refine your question as you get into your internship. Interns who do a study of the effectiveness of a unit will have a research question in the form of: "Does using such-and-such a unit plan show that students have progressed as evidenced by the difference between pre and post assessments?"

**Make decisions even if you feel you are not ready.** If you wait until you are ready, you will never finish your study. You are expected to do each assignment even though you may not feel ready. (If you waited until you are ready, you would lose valuable time you will need)Your research project has a stringent time line: you need to do all of your planning, coordinating, and implementation within the span of your internship.

**Plan everything before you collect your data.**

**Use tables wherever possible to show how you organize your treatments, data, and results.** Tables are graphic organizers which allow you to organize the details of your study even before you start collecting data. Tables also allow you to show what you are doing without long descriptions.

**Use past tense.** Your research project report and your electronic portfolio will need to be in the past tense—so put everything in the past tense as you write it up—even if you haven't done it yet!

**Consult your research committee chairperson.** The research study conducted during the internship and required as part of the MAE is the responsibility of you, your chairperson (who is also your internship supervisor), and your committee. Assignments done for this class are meant to assist you in the process. Completion of an assignment for this class does not imply acceptance by your chairperson or your committee. All key decisions regarding your research study should be done in collaboration with your chair. Keep your chair informed!

**Writing style** . The following cannot be emphasized too much:

1. Use active voice for all sentences. Change passive voice sentences to active voice.
2. Use I-statements when appropriate to describe your own decisions and actions.
3. If you refer to something, use the same term every time. Unlike creative writing where you want to avoid repetition, using the same word each time you refer to something is essential in technical writing to avoid confusing the reader.
4. Use headings and subheadings to structure the document for your reader.

**Confidentiality.** In general, you need to avoid identifying individuals, be they teachers, students, parents, or administrators. It is also a good idea to avoid naming the town, the school district or the specific school in which you did your internship. By doing this you help demonstrate that you have taken reasonable care to keep confidential information confidential.

**Make a "dummy outline" to begin with--it could save you a lot of rewriting and editing.**

**Proofread! Spell-checking your paper is not proofreading.** Don't rely on a spell check--it only finds non-words, not wrong words. Proofreading is slow, painful work. To proofread you must read syllable by syllable, preferably aloud. It sounds stupid and unnecessary, but there is no other reliable way to catch mistakes. Your case study reflects on your committee and the program. Your committee will expect your case study to be mechanically perfect before they sign off. If you want to piss-off your Case Study Committee (especially your chair), avoid careful proofreading!

**Have the courage to be imperfect on your first draft.** So many people have paralyzed themselves by trying to be perfect! (Only the last draft has to be perfect, and there we're referring to mechanically perfect.)

**Hours now will save you days or even weeks after your internship.** The rationale for doing the research study assignments during your internship is that an hour spent planning, collecting, and/or writing when everything is fresh in your mind can save a day reconstructing things after the internship is over and you've forgotten a lot. (Would you want your physician to record his notes on your case three or four months after your appointment?)

### **Focus Questions for Writing Your Research Study**

1. Ask yourself: Could another teacher replicate my study from what I provide? If yes, you're in good shape. If no, you need to provide more information.
2. Have you reviewed the format for a research study in the Internship handbook? If doing a publishable paper, have you looked at the format of studies in the publications to which you would like to submit?
3. Have you done your literature review? It is very hard to write the rest of the research study in a professional manner unless you have done the literature review. The literature gives you examples of the general language of research as well as the specific findings.

### **How to Do a Pre-Assessment**

Describe how you assessed the beginning level of your students when you began your project.

Comment: If you're teaching something, you must have an idea about why you think what you're going to do is appropriate for these students and will work with these students. So what's your evidence? Whatever your evidence is, that's your pre-assessment. You need to collect evidence of where the students are before you start teaching your unit. NOTE: Pre -Assessment could also be data you collect your first week or so teaching.

Make the most of the data you collect! Some interns collect marvelous data, but just mention it in passing. Most of your readers will prefer that you spell out your results in detail. Say exactly what you collected and why and then present it in the text or in an appendix.

If your data is not a written test but a rating of some kind, describe exactly what the students did and how you rated them. (If you're following your mentor's lead, talk about what pre-assessment data you or your mentor collected. If you didn't collect any, talk about pre-assessment observations you or your mentor made which support what you're doing.)

#### **Focus questions for Pre-Assessment**

- 1. Did you give a pre-assessment of where your students were before you gave instruction on the unit/topic/area you're going to make the subject of this part of your case study?
- 2. Did you give evidence--observable data--which back up your statements?
- 3. Is the evidence you provide specific?
- 4. Did you explain what you did, how you collected the data, and what the data was, so that your reader understood what you did and why?
- 5. Did you include graphs or charts to present your data?
- 6. Did you include a copy of pretests or other instruments used in data collection in an appendix?

If relevant, describe the separate parts of the student's performance which your research question is designed to investigate. You need to identify what the students have to do in the process of learning what you want them to learn. Again, don't be afraid to state the obvious. The people reading your case study may know very little about what skills go into doing a geometry proof or blowing a horn or writing a

term paper or reading a selection in a fifth grade lit set. Some research studies have this information in a separate section entitled "Task Analysis."

*Example: In the fish-grabbing class, students have to learn to know the types of places where fish can be found (which is the knowledge base) as well as identify places "in the field" (excuse the pun) where fish can be found (application). Student need to develop their hand-eye coordination so as to be able to actually grab stunned fish or fish of very slow moving species.*

## How to Do a Post Assessment and Interpretation

You need to collect specific data and to present it in some detail. Include a copy of the test or other raw data in an appendix. You don't necessarily have to collect data for every unit you do. You may want to focus on one unit that runs for a limited period.

### Focus questions

- 1. Based on your evidence, did you state your conclusions about whether or not you achieved your goals and in what ways?
- 2. Did you give evidence that what you did worked or didn't work? Evidence doesn't have to be a test, but it has to be evidence, i.e., something observable and preferably measurable--i.e., countable).
- 3. Did you discuss your findings?
- 4. Did you use graphs/tables where relevant?
- 5. Did you include a copy of tests or other relevant materials in an appendix?

## How to Collect Qualitative Data

### Rubrics (Scoring Guides)

A wide variety of rubrics (also called scoring guides) can be used to score student products and performances. See Chapter 5 of Classroom Management text.

### Rating Scales

Rating scales are similar to rubrics and can be used to evaluate a wide variety of student behavior. For example,

Rate the student's behavior on the following scale for each behavior on a specified list:

- 1 Does not exhibit behavior.
- 2 One to three times per month
- 3 One to three times per week.
- 4 One to three times per day.

This is a standard technique used in behavioral assessment instruments. Hawthorn Educational Services out of Columbia Missouri provides a variety of assessment tools which use this technique. Ask if you're interested.

## Qualitative Data: How to Write Up Clinical Observations

As a teacher or counselor writing evaluations of students which may some day (maybe the following day!) be read by parents, teachers, or others who have a right to the information, it can be difficult to be honest and direct without being harsh, judgmental, or critical. You face the same problem in doing your case study, for once something is in writing, you cannot control who may someday see what you write. As teaching becomes more like the medical and mental health professions in the requirement to document observations and professional judgements, you may find you need to acquire this skill not only for your

case study but for your teaching years. We hope the following will be helpful as a starting point for discussion.

1. Avoid giving information which could result in someone's identifying the particular student you are describing.

(Even though you do not use real names, someone who knows you--and who therefore knows where you did your internship--may be able to identify specific individuals from your descriptions.

2. Focus on factual information and on behavior. Avoid words and phrases which appear judgmental or insensitive.

3. Avoid critical or judgmental statements about the district, the school, the teachers, or the students.

Sounds critical: Mayberry is a poor district.

More factual, less critical: Mayberry has a low assessed valuation. (Or:) Mayberry has a low real estate tax base.

4. Keep in mind you don't know who may one day read your case study.

You communicate professional observations, concerns, positions, results, and so on, and still get you point across without including personal opinions or judgmental language. Example:

<b>Judgmental (Biased)</b>	<b>Better but may still be stereotyping</b>	<b>Better still:</b>
"Beth comes from a deprived environment."	"Beth lives in low-income housing." Statement may be O.K. if relevant. But, if in context, if the statement sounds as if you assume that all children from low-income housing fit a stereotype, change the statement.	Beth had trouble making friends. Some children complained about sitting next to her.
"Beth comes from a broken home."	"Beth's parents are divorced." This statement may imply that Beth is the way she is because her parents are divorced--as if all children of divorced parents are problem children.	Leave out if not relevant to specific behavior

5. Quote where possible.

To be avoided: Beth's mother does not send her in clean clothes (implying lack of caring).

Better: "One day Beth said to me 'Our washer broke and we can't wash our clothes.'

6. State behavior where possible.

To be avoided: Jason is mean child.

Better: Jason hit other children one or more times a day.

7. Let readers draw their own conclusions.

*To be avoided:* My mentor teacher had difficulty turning over the class to me.

*Better:* During the first eight weeks of class I taught the class on two occasions. The first time I taught a lesson on...

### **Focus Questions for writing up clinical observations:**

1. What are some examples of descriptions or documentation for your case study where you need to be sensitive?
2. What are words and phrases you might want to use in documenting these examples?
3. What are words and phrases you might want to avoid in documenting these examples?

## How to Present Data

Following are some ways of presenting data. They should look obvious after a few minutes study and they may provide some starters for presenting your own data.

First, data tabulation. The easiest way to tabulate your data is to list students in a column, with each student's score in the row next to the name, as in a grade book:

Student Name	Pretest	Post-test
Patty A	34	26
Mary B	32	34
Joe N	26	44
<b>TOTAL</b>		

If you have subtests (let's say two in this case), you can just extent the table to reflect that:

Student Name	Objective 1: SUBTEST A		Objective 2 SUBTEST B		TOTAL	
	Pretest	Post-test	Pretest	Post-test	Pretest total	Post-test Total
-----						
Patty A						
Mary B						
Joe C						
<b>Totals</b>						

The following table allows you to record all your raw data in an organized way. For purposes of presenting your results, what if you wanted to present each subtest on its own? You might want to do this because, say, each subtest tested a different objective. While the above table is handy for recording and totaling your raw scores, you might want something that looks like this:

	Results on Objective 1	
Student Name	Pretest of Objective 1	Post-test of Objective 1
Patty A	34	26
Mary B	32	34
Joe C	45	61
<b>TOTAL</b>		

[Discussion of results on objective 1 follows here. . . .]

[Intro to Objective 2 is here. . . . Followed by results on objective 2 in table form]

	Results on Objective 2	
Student Name	Pretest of Objective 2	Post-test of Objective 2
Patty A	34	26
Mary B	32	34
Joe C	45	61
<b>TOTAL</b>		

[Discussion of Objective 2 follows here...]

What if you just want to present the total results of each objective, without reporting the raw data for each student? This is the way most research reports the results: Totals only. An easy way to do this is to just present the totals, otherwise keeping the table design the same as those above:

	Results on Objective 1	
	Pretest of Objective 1	Post-test of Objective 1
<b>TOTAL</b>		

	Results on Objective 2	
	Pretest of Objective 2	Post-test of Objective 2
<b>TOTAL</b>		

Another way to do this would be to combine both of the above tables into one table, this time with one objective per row:

	Test Results	
	Pretest	Post-test
<b>Objective 1</b>		
<b>Objective 2</b>		

If we want, we can include the overall test results with the addition of another row:

<b>Objective</b>	<b>Pretest</b>	<b>Post-test</b>
Objective 1		
Objective 2		
Overall test results		

## How to Present Written Observations and other Written Data

If your study includes written observations, written student work, logs, and so on, you will need to describe and give examples of your data. For example, in an ethnographic study, the observer's written notes and comments (as for example in the case of Piaget's research) are the data.

Note: Reflections and memories of what happened after the fact are not data. Dated written records and logs made at the time or shortly thereafter (for example, the same day) are data.

The best way to get a handle on how to present your data is to read a variety of qualitative and quantitative research reports.

There is no one right way to present your data. First decide on one way to record your data. Using a table is often the most convenient way to record your data in a systematic way. Then decide on a way to present your data. NOTE: For simplicity's sake, I did not label each table.

## How to Avoid Extensive Revisions of Your Study

Your research study is a piece of technical writing. As such, it needs to walk your reader, step by step, through everything you did and why you did it. Check your research assignments for the following. The most basic are first.

- Do you use the same word every time to refer to what you are discussing? This is not creative fiction. Use the same word every time to avoid confusing your reader. Clarity wins out every time over variety.
- Do you avoid pronouns wherever possible?
- Do you spell out exactly what you did? (Don't use words like "approximately." Find out the number and include it.)
- Do you keep grammatical constructions parallel?
- Do you discuss one thing per paragraph?
- Are your paragraphs parallel?