

Master's Project Handbook

**Department of Education
Waldorf Teacher Education Program**

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I. Introduction to the Master's Project

General information

The Master's Project

This handbook has been prepared as a guide in the preparation and presentation of the Master's Project for students in the Waldorf Teacher Education Program. The Master's project is a semester long project of a student's own choosing which will make a significant contribution to the development of teaching practice.

The Master's Project may either be an action research project or a curriculum development project with an action research and/or piloting component. Action research projects involve research into some aspect of school or classroom practice for the purpose of greater understanding and deepening of the student's teaching. Development projects focus on an element which can be extended, articulated in a fresh way, or bring creative work to the art of teaching. As an example, projects created in the last few years include:

Children's Drawings: What Can They Tell Us?

Building Relationships: the Architecture of Waldorf Early Childhood

Writer's Workshop Within the Framework of the Waldorf Curriculum

What is the Status of the 8-Year Commitment in the Waldorf Schools of North America

Music in the Early Grades Waldorf Classroom

The design and first proposal for the project is worked out with the support of the student's advisor and follows participation in the course of work of a Research course. Summer Sequence students will take this course during their first summer intensive. Year Round Master's (without NH state certification) students will take this course in their first spring semester. A Master's Project proposal must be approved by the advisor, who will become the first reader for the project. In addition to approving the project proposal, the advisor/reader serves as a resource and will expect to review several drafts of the project as it develops.

Look at the Results...

Many master's projects have resulted in changes either in the individual teacher's practice throughout a school, or in the specific area of research. Others become models for new understanding and development of practice for other teachers.

All completed projects are on file in the Antioch Education Department office. We encourage you to browse through them. A full list of titles and abstracts from past completed master's projects is available by request from Sarah Wilson at swilson@gmail.com. Electronic copies of recently completed masters' projects are also available upon request from Sarah Wilson. In addition, a few examples of completed master's projects are available on the Antioch web site in the Waldorf area.

Introduction to the Research Process

Two questions may be most pertinent to you at this stage in your degree program:

What is research?

What is meant by research at Antioch for your master's project?

Like much else in learning, the answers to these questions will be constructed through your experience, but to help you begin this journey, we offer a few very general thoughts.

Research can be a lively and life-filled process, one that is human and humane, that evolves and adapts as it progresses. It can be looked at as disciplined inquiry. This entails following some reasonably ordered, regular, or principled process of investigation. Torin Finser's book, *Silence Is Complicity*, gives many living pictures of a fresh understanding of 'research':

“ 1) Rather than serve as a means of gathering information, research for teachers can be a vehicle for gaining understanding. This means formulating one's own questions, selecting a method that works for your particular situation, and being content with results that may not 'change the world' but might very well change an aspect of one's own teaching. Research for understanding involves a search for meaning rather than proof.

2) Being prepared for the unexpected, which requires an open mind and heart, a willingness to be surprised. Rather than an emphasis on control, teacher research needs to be flexible and varied. I am convinced that this attitude of open-mindedness has spiritual and pedagogical value in itself..

3) These qualities of openness and flexibility do not negate the need for the discipline of inquiry. Once a question is identified and articulated, one goal is to follow its path with consistency and true discipleship.

4) ...teacher research must be driven by burning interest. If one is not interested enough in a question to live with it for many months, find another one. The initial question needs an element of passion in order to be a long-term companion¹”

These are our objectives for action research from our perspective at Antioch. We believe that an Antioch education should develop 'practitioners whose values make a difference.' Through your research, grounded in your own direct experience, we hope you will make this difference for the children in your care, and in the world around you.

¹ Torin Finser, *Silence Is Complicity*, p.24-25

6 Steps to Complete the Master's Project

① 1. Register for Master's Project

Following the instructions for course registration (see Registrar's section on Antioch web site) register for your Master's Project during the 1st semester in which you are expected to register (please discuss this with your advisor if you are unsure as to when to register).

Students must register for Master's Project Continuation each subsequent semester until the project has been completed and accepted by their Master's Project Advisor. Please note: there is a fee for Master's Project Continuation. Please consult the Master's Level Fees section on the Antioch web site for further details (www.antiochne.edu) --look in the section located under Master's Programs on the Tuition and Fees page.

① 2. Complete CITI training modules (see page 6 of this handbook).

① 3. Submit your proposal

The proposal is submitted to your Master's Project Advisor no later than the end of the first week of the semester in which you have registered for the Master's Project. Please see guidelines in this handbook (pages 8-10) for creating your proposal. After approval from your advisor, the proposal may also have to be approved by the Education Department IRB representative, and then also submitted to the IRB for approval before you can begin the research phase of your project.

① 4. Write your project

Follow information in this handbook as to how to proceed to write and complete your project. Submit drafts of your project to your Master's Project Advisor.

① 5. Present your project

Follow guidelines in this handbook (pages 21-22) for presenting your project.

① 6. Submit your project

Please see Project Completion Date information in this handbook (page 24) for deadline specifics. Follow checklist for the Completed Project in this handbook (page 33-34).

Antioch University Institutional Review Board (IRB) Requirements

All research involving human participants conducted at ANE, by any ANE community member, or via any campus-related organization must be reviewed and approved by the Antioch University Institutional Review Board for Human Participants Research Application Process prior to the commencement of the research activity. Under certain circumstances, an investigator may request that his/her research be exempt from IRB review. Only the IRB chair may make a final determination regarding the review level of an application.

The steps for getting IRB approval for your Master's Project are:

- Complete a Research Course in the Waldorf Program at Antioch
- Complete the required CITI Training Modules available on the IRB website (see below)
- Work with your advisor to complete your Master's Project Proposal
- Obtain your advisor's approval of your proposal
- Submit your proposal, along with any surveys and interview questions you intend to use, to the Education Department IRB representative (Tom Julius as of June 2009)
- Obtain your Education Department IRB representative's approval
- Submit your proposal and an Application for Approval of Research Involving Human Participants to the IRB, and wait for approval from the IRB before beginning your research.

IRB Application Process

For full information on the guidelines for research with Human Participants, please go to the Antioch University Portal (<https://portal.antioch.edu>) and click on the IRB-Human Participants Research under the Student Services tab. Here you will find the full IRB Policy Manual, the CITI (Collaborative Institutional Training Initiative) Training Modules, the Application for Approval of Research With Human Subjects, and more.

CITI Training Modules (required)

The IRB requires that all Principle Investigators and faculty advisors complete a series of training modules on research with human subjects prior to submitting their application (more detailed information on these modules can be found in the Policy Manual, page 30). When you first set up a new account select "Antioch University" then follow the prompts to set up a new account. The learner group to select is Antioch University New England. When you finish all of the required modules an email will be sent to the Chair of the IRB who will keep track of completed modules. You will be able to print out a completion certificate, which needs to accompany your Master's Project Proposal submitted to your Master's Project Advisor. Additional help on using the CITI page can be found in this CITI Modules Help document.

Consent and Confidentiality

While engaged in the Master's Project process, especially during the research phase, it is essential that we follow the confidentiality guidelines of our schools and Antioch University. This is important not only for adherence to school policy but will help to assure both the rights and welfare of students, parents and colleagues who are participating in our research.

In most cases, research methods used for Master's Projects such as tests, surveys and interviews are typical of normal educational practices used for your professional development. For this reason, informing participants about the research you are engaged in, how the results will be used, and how you will follow school confidentiality guidelines is usually sufficient.

Depending on the level of confidentiality that is warranted by the circumstances of your project, you will need to consider what information must be removed or disguised in any oral or written report, in order to achieve anonymity. This will, of course, include the student's name, but may also extend to any other information that could be used to identify the student (for example, specific learning problems or behavior patterns). Your Master's Project advisor will review your Master's Project proposal to ensure that your data collection and reporting methods meet ethical standards for action research. The IRB CITI training includes modules concerned with consent and confidentiality. In general your advisor will guide you once your project is underway. In general, it is recommended that you take the following steps:

- Talk with administrators about the goals of your project and the data collection methods you will be using.
- Follow school protocols, especially for acquiring permission to use school records, testing information, photographs or videos of students.
- Review the CITI training modules addressing consent and confidentiality.
- Inform participants (students, parents, colleagues, etc.) about the nature of your project and plans for presentation (see Appendix for sample Consent Letter to Families and Colleagues).

In written materials and presentations, use pseudonyms for names of students, parents, or colleagues and take whatever other precautions are necessary to maintain participants' anonymity.

II. The Proposal

Guidelines for the Proposal

The Project Proposal is developed in collaboration with your Master's Project advisor.

You will submit a first draft of the proposal to your advisor for suggestions.

The proposal should not be more than three or four pages in length.

A list of what to include in the proposal is on page 9 of this handbook.

The final approved proposal with your and your advisor's signatures is due at a date agreed upon with your advisor (which should be no later than the first week of the semester in which you are completing the project).

The proposal, once approved by your advisor, must be

- submitted to the Education Department Institutional Review Board (IRB) advisor (as of June 2009 this is Thomas Julius) for approval.
- Once approved by the Education Department representative, the proposal must be also submitted to the IRB, along with your Application for Approval for Research Involving Human Participants.

Please note: The project proposal is an expression of intent, which may need to be revised if circumstances change. Please consult with your advisor re: any major alterations. It may be necessary to re-submit your proposal to the IRBC depending on the extent of your changes.

The proposal should be about three to four pages in length and must include the following components:

Title:

The title should be clear and self-explanatory. Readers should have a sense of what the project is about from the title. Include your full name, address and telephone # under the title.

Focus Question:

The focus question is an expression of the problem or area of inquiry you will pursue. This is an overarching question that frames your project. It may include sub-questions related to it.

Goal of Project

The goal statement further defines your focus question. What do you want to find out? Why? What purpose will it serve? When stating the goal of an action research project it is important to remember that you are not trying to prove something but to describe and understand something. Something that is significant and useful to you and that leads to future action. How will this project inform your practice? What may happen as a result of this project?

Participants

Who will be involved in this project? How will they be recruited? Why did you choose this particular group of people? Is there anyone you are excluding for any reason? Will your experiences and perceptions be included? How will you obtain informed consent from your participants? If you are gathering data from children how will you get permission from parents and assent from the children?

Data Collection Methods

This is a brief description of the specific research methods you will use. What data will you collect, and how often? Interviews? Surveys? Observations? To help with the IRB process, it is recommended that you make it clear in your proposal that the methods you will use are part of the normal education activities at your school, and that the information being gathered does not place the participants at risk.

Timeline: Include a timeline for your project as much as you know it. Include all dates involving human participants, e.g. interviews, surveys, etc.

Risks, Benefits & Confidentiality

Identify potential risks and benefits to participants and others, and any plans to minimize risks. How will participants' confidentiality be addressed?

Resources

Name books, journals, workshops or resource people you may use. Be as specific as possible. Indicate areas you intend to explore in reading, visiting&consultation, insofar as you know them now.

Antioch University Library The library at Antioch University New England can help you find appropriate books, journal articles, and other resources for your project. Contact your librarian, who can help you with research questions, where to look for the best material, how to use research databases and obtain full text, and other questions about using library resources and services like interlibrary loan. The librarian for the Education department at AUNE is Cary Jardine. She can work with you by phone (603.382.2405); email (cjardine@antioch.edu); or in the library for individual appointments to discuss your particular project and research needs. The library website is available at <http://www.antioch.edu/library>. A special research guide for Waldorf students can be found at <http://www.antiochne.edu/library/subjectguides/wald.cfm>, where you will find more information and access to relevant resources and library services.

Presentation

How would you envision presenting the project? In what form, to whom and when? This could be a parent group, your school faculty or a group within it, other teachers working in your area of interest, the Board of Directors, your Antioch classmates, presentation at a conference -- all are possibilities.

Signature Line: A line for your and your advisor's signatures, and a line for the date of signature.

III. The Project Advisor and Readers

The Waldorf faculty at Antioch will choose your Master's Project Advisor, who will also serve as the First reader for the project. Your advisor will help you think about the project, and will give consultation and guidance while you are working on it. In particular, your advisor will:

- read your project proposal and approve it
- read each draft and give a response
- read the completed project when it is submitted
- select the second reader, and submit the project to the second reader
- attend the public presentation if possible
- complete Section II of your Master's Project Verification Sheet for your project

You are strongly advised to keep in contact with your advisor and to submit early drafts for suggestions. ***The master's project is a process, and you must expect to develop it from draft to draft prior to submission of the final project.*** Your advisor is available to help you with both the content and the actual writing of the project. It is important for you to be sure that the project meets the essential standards of acceptance as you go along.

A second reader, often the Program Director, will simply read the completed project when it is finished and has been evaluated by the advisor/first reader. Students typically interact only with the first reader, although the signatures of both readers are required before the project can be bound.

Communicating with your Advisor

This is your responsibility. Your advisor will support your work, and can only be of assistance if you are in contact with him or her.

IV. Writing the Project

Master's Project Formatting Requirements

Master's Project Title Page Format

Master's Project Abstract

Abstract Format - Sample Abstracts

As You Begin to Write . . .

Master's Project Formatting Requirements

Margins

All pages must have a 1-inch margin on all four sides, including tables, figures, illustrations, etc.

Order of Pages

Title Page (required - see sample) This is Page 1 of the Master's Project

Table of Contents (required - see sample)

List of figures, tables, and illustrations with page numbers (optional)

Abstract (required)

Body of Master's Project

References (follow APA Style guidelines) Double-spaced with hanging indent for second entry line

Appendix (including supporting materials, description of presentation, evaluation of presentation)

Layout

All textual materials should be double-spaced on high quality standard-sized paper (8 ½" x 11").

Single sided pages

12-point font

Abstract

The abstract must not exceed 350 words and must be on one side of a page, single-spaced. On the 1st line of the abstract page, center the word "Abstract" (otherwise unformatted, no bold, italics, underlining, or quotation marks). Do not include graphs, charts, tables or illustrations in the abstract. The Master's Project title on the abstract must be identical to the title on the title page. See samples in this handbook.

Page Numbering

Number all pages, beginning with the title page, including tables, figures, references and appendices. Use Arabic numerals (ex: 1). Page numbers should be placed in the upper right-hand corner one inch from both top and side of the page.

Tables and Figures

Tables and figures or illustrations appear in the body of the Master's Project text.

Titles are italicized, are single spaced, and flush left.

Managing Citations and References: The standard format for references and citations is the American Psychological Association (APA) Style Guide. The Antioch University New England Library web page is a good place to go for help with these issues. APA citation format requires parenthetical citations within the text rather than endnotes or footnotes. All references must be in hanging indent format with the first line flush to the left margin and all other lines indented.

Short Title: Include a short title (an abbreviated title) in the upper right hand of every page. To create this, type the short title, insert 5 spaces, then enter the page number.

Title Page Format

Helping Families Nurture Healthy Play

Full name

Address

Date of submission of Master's Project to Advisor

Approved _____ **Date** _____
Project Reader

Approved _____ **Date** _____

Second Reader

Master's Project Abstract

A Project Abstract is a succinct, descriptive account of your project (similar to the description one might find on the jacket cover of a book).

The abstract should be on one side of one page, single-spaced, and not exceed 350 words.

The short title of the project on the abstract must appear on the upper right hand corner, followed by the page number.

Submit one extra copy of the abstract, including your name, address, and the date from your title page, when you turn in your final project, which will be kept on file in the Antioch University New England Education Department.

See sample on next page for proper abstract format.

Sample Abstract

Abstract

This action research project asked the question "Can Waldorf kindergarten principles and practices be applied in a home setting so that parents can help to nurture healthy play in the young child?". I worked with a sample of seven families to help them provide appropriate toys and play environments and to apply some of the basic principles of Waldorf education in regard to the young child. Some of the positive results were: calmer children who could play for longer periods of time with greater imagination and without adult intervention, family lives that became simplified, less television viewing by both parents and children, and more rhythm in the day. There is a long list of additional positive results elaborated in the paper. Included in this written work is a portion of the research project "Nurturing Healthy Play in Children" (which all parents read), letters written to the parents, questionnaires given both before and after the project, written recommendations for changes in toys and the environment given to each family, the parents' own written testimonies of their experiences, notes taken from a meeting of the parents in which they shared their experiences, and reference to two audio tapes of a second and third meeting of the parents and a tape of a public presentation given by three of the parents to a sizable group of parents and teachers. Also included is a list of appropriate toys for four to seven-year olds, names and addresses of catalogs that contain toys and playthings made from natural materials, photographs taken at the Alcott Kindergarten which served as a model for appropriate toys and a healthy play environment, and photographs taken in the homes after changes were made.

As You Begin to Write. . .

It is expected that your writing for the submitted Master's Project will reflect graduate school quality. This means that proper grammar, spelling, formatting, referencing, etc., are expected. There are numerous books and internet resources which give details for common conventions for written documents.

The Writing Center Free writing support is available at Antioch University New England (both in person and virtually). For details, visit the AUNE Writing Center in the library, or go to www.antiochne.edu/writingcenter.

Drafts: As you begin to write the first draft, remember that you are 'writing to learn'. As you work through subsequent drafts, however, it is imperative that your writing meet the expected standards. ***Find an editor to help you with reading your draft for grammar, usage, and spelling. This is not the task of your advisor or reader.***

References: It is imperative that proper references be given for your work. It is of highest importance that ideas and influences be attributed to their sources. This honors the deeds of those whose thoughts and work have made yours possible.

Please refer to the Academic Dishonesty and Plagiarism statement, which comes directly from the Antioch University New England Student Handbook (available on the Antioch web site), on page 28 of this handbook.

Cite sources in the body of your paper using the simple parenthetical style. For example: (Dewey, 1938, p. 45). This will give enough information for the reader to find the complete bibliographic citation on the "References" page. If there is any question as to the clarity of citation, be sure to include enough information to make the reference clear. For references and citation, the standard format is to use the American Psychological Association (APA) Style Guide. Please consult the Antioch University Library website at http://antiochne.edu/library/cit_apa.cfm for examples of how to create references for distinct types of resources.

Headers: It is also very helpful to the reader to provide breaks in your text to indicate major sections and key ideas. At the simplest level, this is provided by Chapter divisions. However, you may wish to include headers to highlight different parts within chapters. In using headers, there is a technically correct format, but in any case, it is critical to be consistent. For example, your chapter headings may be centered, all caps, and bold-faced, and the major headers may be bold faced and underlined, then subheadings may be simply underlined. Follow the same, consistent format throughout the body of your paper.

An example of headers:

CHAPTER THREE METHODS

Variety of Methods

I used a variety of methods to study my topic....

Student Observations

I observed six children in my class....

Interview with Parents

Parents were a source of information on their children's experience....

V. The Presentation

Presenting Your Project

Presentation Form

Presenting Your Project

Your project must be presented to an appropriate audience, and a description of that presentation, with evaluation, must be submitted with the project.

Students are encouraged to present their projects within their school communities -- to their faculties, to the parent body if appropriate, to a standing committee whose work relates to the content of the project, at a conference for teachers or others. The presentation is intended to serve as an opportunity to share your enthusiasm for your subject through your well grounded thinking and the insights you have gained through your work. You should imagine ways to engage your audience directly in your presentation, so that they can share actively in your work.

As it will only infrequently be possible for the advisor or Project Reader to attend the presentation, some form of evaluative process is necessary. You may use a simple evaluation form for peer and/or participant evaluations. A Presentation Form and 4 or 5 peer/participant evaluations must be submitted in the Appendix of your Master's Project. (Please include a full set of each of these documents for each of the two copies of your Master's Project that you submit).

Presentation Form

Name:

Date

Place:

Project Advisor:

Brief description of the Audience:

Include approximate numbers and the nature of the group (colleagues, conference participants, parents, etc.)

Brief description of what happened:

Evaluation of the Presentation:

As you plan the presentation, include some means of obtaining an evaluation from the participants and include their responses in this section, together with your own feelings about the effectiveness of the presentation.

VI. Project Completion

Criteria for Project Acceptance

Project Contents

Project Completion Date

Criteria for Project Acceptance

Projects will be read and approved by the designated First and Second Readers. Criteria for evaluation and acceptance of projects include:

The significance of the study for the student and for Waldorf education

Clarity of articulation and relationships between the theoretical assumptions and actual experience

Quality and coherence in writing and presentation of the finished project

Project Contents

Refer to Section VIII in this handbook: Checklist for the Completed Project.

Project Completion Date

Students must register for the Master's Project the 1st semester in which work is expected to begin on the project. (Check with your advisor if you are unsure as to when to register for your Master's Project.) If the project will not be submitted to the Master's Project Advisor before the end of the semester in which the student is registered for the Master's Project, the student must then register for Master's Project Continuation* for the following semester, and each subsequent semester thereafter until the project has been completed and signed off by your Master's Project Advisor.

Students wishing to finish their Master's Project in time to meet a specific expected Antioch graduation date (April, June or November) should consult the Academic Calendar (available online at www.antiochne.edu). Each semester's Academic Calendar indicates a final date when faculty will accept course documentation from a prospective graduate for that semester's degree conferral date (in April, July or November). This date is the latest a student can turn in a finished Master's Project to the Master's Project Advisor in order to be considered for graduation for that term.

*Please note: There is a fee for registering for Master's Project Continuation each semester. Please consult the Antioch web site (www.antiochne.edu) under Tuition and Fees where Master's Level Fees are listed (click on Master's Programs).

VII. Citations, Quotations and Reference List

Citations in Your Text

Quotations of Sources

Reference List

Citations in your text

Formatting of citations, quotations and references must follow the guidelines as described in the Publication Manual of the American Psychological Association, 6th Edition (2010). The purpose of establishing guidelines is for ease of reading and writing, consistency of reference style and adherence to the commonly accepted professional standard. That being said, the APA manual should be a tool, not a hindrance to your writing process. The majority of instances for which you will need to apply APA style are excerpted in the following pages. If you have a formatting issue that is not covered by these excerpts, please follow the expectations set by your instructor or reader and make your best faith effort to follow APA style. There are many internet websites that summarize APA style but please beware not all have been updated to the latest edition of the APA manual.

Please also refer to the Antioch University New England Library web site for guidance and links to sites to help you manage citations and bibliographies, etc.

Document your writing throughout your text by citing by author, page number, and date the works you used in your research. This style of citation briefly identifies the source for readers and enables them to locate the source of information in the alphabetical reference list at the end of the article.

APA journals use the author/date method; that is, the surname of the author (do not include suffixes such as Jr.) and the year of publication are inserted in the text at the appropriate point. When paraphrasing or referring to an idea contained in another work, you are not required to provide a page number:

Gardner (2000) describes multiple intelligences...

In a recent study of multiple intelligences (Gardner, 2000) it was found that...

If the name of the author appears as part of the narrative, as in the first example, cite only the year of publication in parentheses. Otherwise, place both the name and the year, separated by a comma, in parentheses (as in the second example). Even if the reference includes month and year, include only the year in the text citation. In the rare case in which both the year and the author are given as part of the textual discussion, do not add parenthetical information:

In 2000 Gardner described multiple intelligences as...

Every work must be cited in a paragraph, even if it was cited in a previous paragraph. Within a paragraph, you need not include the year in subsequent references to a study as long as the study cannot be confused with other studies cited in the article:

In a recent study of multiple intelligences (Gardner, 2000) it was found that... Gardner also described...

Citing a Work by Multiple Authors

When a work has two authors, always cite both names every time the reference occurs in text.

When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by et al. (not italicized and with a period after "al") and the year if it is the first citation of the reference within a paragraph:

Wasserstein, Zappulla, Rosen, Gerstman, and Rock (1994) found...
(Used as first citation in text.)

Wasserstein et al. (1994) found...
(Used as subsequent first citation per paragraph thereafter.)

Wasserstein et al. found...
(Omit year from subsequent citations after first citation within a paragraph.)

Quotations of Sources

Material directly quoted from another author's work should be reproduced word for word.

Incorporate a short quotation (fewer than 40 words) into text, and enclose the quotation with double quotation marks.

Display a quotation of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start such a block quotation on a new line and indent the block five spaces from the left margin (in the same position as a new paragraph). If there are additional paragraphs within the quotation, indent the first line of each.

The following examples illustrate the application of APA style to direct quotation of a source. When quoting, always provide the author, year, and specific page citation in the text, and include a complete reference in the reference list.

Quotation 1:

He stated, "To my mind, a human intellectual competence must entail a set of skills of problem solving..." (Gardner, 1983, p. 60), making it clear that he values the development of habits of mind.

Quotation 2:

Gardner (1983) stated that "To my mind, a human intellectual competence must entail a set of skills of problem solving..." (p. 60).

Quotation 3:

Gardner (1983) states the following:

To my mind, a human intellectual competence must entail a set of skills of problem solving – enabling the individual to resolve genuine problems or difficulties that he or she encounters and, when appropriate, to create an effective product – and must also entail the potential for finding or creating problems – thereby laying the groundwork for the acquisition of new knowledge. (p. 60)

Accuracy

Direct quotations must be accurate, the quotation must follow the wording, spelling, and interior punctuation of the original source, even if the source is incorrect. If any incorrect spelling, punctuation, or grammar in the source might confuse readers, insert the word *sic*, italicized and bracketed, immediately after the error in the quotation. Always check the manuscript copy against the source to ensure that there are no discrepancies.

Quoting Electronic Sources

Many electronic sources do not provide page numbers (unless they are PDF reproductions of printed material). If paragraph numbers are visible, use them in place of page numbers. Use the ¶ symbol or the abbreviation para.

As Myers (2000, ¶5) aptly phrased it, "positive emotions are both an end – better to live fulfilled, with joy [and other positive emotions] – and a means to a more caring and healthy society."

If there are headings in the document and neither paragraph nor page numbers are visible, cite the heading and the number of the ¶ following it to direct the reader to the location of the quoted material.

"The current system of managed care and the current approach to defining empirically supported treatments are shortsighted" (Beutler, 2000, Conclusion section, ¶ 1).

In some cases, it may be necessary to omit a location reference altogether, such as when no page or paragraph numbers are visible and headings either are not provided or their use would prove unwieldy or confusing.

Academic Dishonesty and Plagiarism (copied from the the Antioch University NE Student Handbook)

As a community of scholar-practitioners, Antioch University New England promotes the principles of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are grounds for disciplinary measures.

“Plagiarize” is defined in Webster's New Collegiate Dictionary as “...to steal and pass off (the ideas and words of others) as one's own; to use (a credited production) without crediting the source; to present as new and original an idea or product from an existing source...” Plagiarizing includes not only taking direct quotes from written or oral sources without citation, but also paraphrasing others' ideas.

Students found to have plagiarized or engaged in other acts of academic dishonesty will receive a "no credit" for the course and may be subject to other disciplinary sanctions through regular academic department and institutional procedures for misconduct, including probation or disenrollment.

Reference List

The reference list at the end of a paper documents the paper and provides the information necessary to identify and retrieve each source that was cited. You should choose references judiciously and must include only the sources that were used in the research and preparation of the paper. References in APA publications are cited in text with an author/date citation system and are listed alphabetically in the References section.

Note that a reference list cites works that specifically support a particular paper. References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text. You must make certain that each source referenced appears in both places and that the text citation and reference list entry are identical in spelling and year. You may also include a bibliography that cites works for background or for further reading and may include descriptive notes.

The reference list must be double-spaced, and entries should have a hanging indent.

Capitalize only the first word of the title and of the subtitle, if any, and any proper nouns. Italicize titles of books and names of journals, periodicals and magazines.

Give the location (city and state for U.S. publishers, city, state or province if applicable, and country for publishers outside of the United States) of the publishers of books, reports, brochures, and other separate, non-periodical publications. If the publisher is a university and the name of the state (or province) is included in the name of the university, do not repeat the name in the publisher location. The names of U.S. states and territories are abbreviated in the reference list; use the official two-letter U.S. Postal Service abbreviations.

The following locations can be listed without a state abbreviation or country because they are major cities that are well known for publishing:

Baltimore	New York	Amsterdam	Paris	Rome	Los Angeles
Boston	Philadelphia	Jerusalem	Stockholm	Tokyo	Vienna
Chicago	San Francisco	London	Moscow	Milan	

When the author and publisher are identical, use the word Author as the name of the publisher.

Arrange entries in alphabetical order by the surname of the first author.

Reference Examples in APA Style

Book, general form Author, A. A. (Year of publication). *Title of work*. Location: Publisher.

Book, single author:

Holly, M. L. (1989). *Writing to grow: Keeping a personal-professional journal*. Portsmouth, NH: Heinemann.

Book, multiple author:

Strunk, W., & White, E. B. (1979). *The elements of style*. New York: Macmillan.

Book, group author as publisher:

The Critical Skills Program, Antioch University New England. (1999). *Education by design coaching kit: Level one* (3rd ed.). Keene, NH: Author.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Periodical, journal or magazine article, general form:

Author, A. A., Author, B. B., & Author, C. C. (Year of publication). Title of article. *Title of Periodical*, volume(number), pages.

Journal article:

Kelly, T.E. (1997). Perspectives on democratic pedagogy and selected educational innovations. *Democracy & Education*, 2(3), 7-12.

Magazine article:

Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Newsweek*, 290, 1113-1120.

Multipage document created by private organization, no date:

Greater New Milford (CT) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues. (n.d.). *Who has time for a family meal? You do!* Retrieved October 5, 2000, from <http://www.familymealtime.org>

Edited book:

Gibbs, J.T., & Huang, L.N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco: Jossey-Bass

Article or chapter in an edited book:

Bjork, R.A. (1989). Human memory. In H.L. Roedigger III & F.I.M. Craik (eds.), *Varieties of memory and consciousness* (pp.309-330). Hillsdale NJ: Erlbaum

Electronic, On-line or Multipage brochure created by private organization, no date:

Greater New Milford (CT) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues. (n.d.) *Who has time for a family meal? You do!* Retrieved October 5, 2000, from <http://www.familymealtime.org>.

VIII: Checklist for the Completed Project

Checklist for the Completed Project

Checklist for the Completed Project

The completed project must include the following. Check each item as completed.

- The Title Page. If you want the project returned to a different address, please indicate where it should be sent.
- A table of contents, including page numbers.
- An abstract for the project.
- A separate copy of the abstract with your name, address, telephone number and date to be kept on file at Antioch. This copy will not be bound into the manuscript, and should be presented separately with the Verification sheet. Your reader will put this copy into the permanent file in the Education Department.
- The body of the work. This component contains seven sections. If appropriate, some sections may be combined, but each category is to be addressed in some way.
 1. The first section serves as an introduction, states the purpose of the project, and gives an overview of what follows.
 2. The second section contains a review of the literature and/or resources you drew upon as background for the study. The purpose of the review is to explore other work in the same field which can ground or illuminate your own findings. It is not intended to provide a bibliography of the field. You will need to indicate how the work of others, whether in books, articles, teaching materials, visits, or conversations has contributed to your own learning for this project.
 3. The third section should describe the research or development methods which you used, such as surveys, interviews, or observations. Be sure to discuss the reasons for your choice of sample and methodology.
 4. The fourth section is the *story* of what you actually did; what you discovered and the analytical or other processes by which you came to your conclusions.
 5. In the fifth section, you should *summarize your results* and turn either to recommendations based upon what you found or devised, or on the implications for further study and action, or both.

6. The sixth section is the story of the *surprises* involved in the research; how people responded to your questions, your pilot activities, your conclusions, or whatever seems relevant to a reader interested in learning from your project and possibly replicating it.
7. In the final section, you will reflect upon what you have learned from the process of completing your master's project. In the preceding sections, you have described the action research in which you were engaged. You have described what you did, how and why and what you have learned from exploring your topic. In this section, we ask you to evaluate your own work and progress. What did you learn from doing action research? Where were the joyful, inspiring, and gratifying elements? Where were the challenges, the obstacles? What will you carry away from this work?
- A reference list of works specifically cited in the project.
- An optional bibliography of materials used as background for the project.
- An appendix, to include:
- A. Supporting materials, when relevant, such as samples of children's work, letters, pictures, survey questionnaires, interview questions, presentation evaluation forms, etc.
- B. A description of the presentation you made for the project, accompanied by an evaluation of the presentation (see Master's Project Presentation form).
- A Master's Project Verification sheet (available online at the Antioch University Web site: <http://www.antiochne.edu/handbook/forms/MastersThesisVerification.pdf>.) The student fills out Section I of this form prior to submitting to advisor. See page 35 for sample.
- Submit 2 unbound copies of the project to your advisor (a 2nd reader will receive one)
- After approval, Submit one electronic copy to the Waldorf Teacher Education Program Office (swilson@antioch.edu), which will be forwarded to the Antioch University New England Library.
- Include a binding/postage fee of \$40 (check payable to Antioch University New England). The Education department will bind both copies, keeping one and returning the second to the student. Please note, the binding process can take several months.

IX: Appendix

Sample Consent Letter to Families and Colleagues

Copy of Master's Project Verification Form

Sample Consent Letter/ Permission Form to Colleagues or Parents

All the boldfaced headings in the letter below must be addressed in the consent/permission form. The headings themselves are not required but all the information under the heading should be clearly stated on the form.

Date _____

Dear (Families and/or Colleagues),

Purpose

This year I am enrolled in a Master's of Education program at Antioch University New England. My graduate work has contributed to the classroom/school in many ways already...

Benefits

Part of my required coursework includes a Master's Project in which I investigate some aspect of my teaching, the school or the district. My project is focused on...

This work will contribute to my work and the experience of the students by...

Procedures

I will be reading books and articles, attending workshops and seeking other resources to inform myself about... (the topic). Additionally, I will collect information from activities in the classroom and conversations with students. The project will include... (surveys, interviews, observations, etc.).

Risk/Discomforts

These activities will not interfere with classroom/school time, or involve any risk; rather they will help to inform my practice, my knowledge about learning processes, and the students. No compensation, reimbursement, or costs are involved in this project.

Confidentiality

Material from this project may be used for classroom discussion in my graduate work, professional presentations, articles, and other purposes related to teacher education. Primarily it will be used for my own professional development.

In all written materials and presentations the names of students (or colleagues) will not be used.

Pseudonyms will be substituted for all names and every effort will be made to protect the anonymity of participants. Photos (or videos) taken in the course of this project will be used to illustrate general aspects of the project not to identify individual students.

Participant Rights

I plan to discuss this project with the students and would be happy to discuss any aspect of the project with you. Your child's participation is completely voluntary. You do not have to allow your child to be part of this project, if you do not wish him/her to be involved. If at any time, or for any reason, you wish not to have your child involved in the project please let me know.

If you have any questions about this project please contact me. If you have any questions about the research process, your, or your child's rights as a research participant you are welcome to contact Dr. Kevin P. Lyness, Chair of the Antioch University Institutional Review Board, (603) 283-2149.

Sincerely,

Print Child's Name _____

Print Parent/Guardian's Name _____

Parent/Guardian Signature _____

Date _____

MASTER'S PROJECT/THESIS VERIFICATION



Office of the Registrar, 40 Avon Street, Keene, New Hampshire 03431-3516
 Email registrar.ane@antioch.edu Tel 603.283.2470 Fax 603.355.1160 www.antiochne.edu

Please refer to Course Descriptions for Master's Project course code number.

STEP I: To be completed by student

Name _____ Social Security # _____

Address _____
Street City State Zip code

Telephone (home) _____ Telephone (work) _____

Semester and year of course _____ Course number _____

Evaluator _____ Date Master's Project deposited _____

This evaluation becomes part of the student's permanent record and will be released to third parties only with the student's written permission.

STEP II To be completed by instructor

Ratings of Unsatisfactory, Satisfactory w/Concerns, or Outstanding must be explicitly addressed in the narrative evaluation.

MASTER'S PROJECT REQUIREMENTS	UNSATISFACTORY	SATISFACTORY W/CONCERNS	GOOD	VERY GOOD	EXCELLENT	OUTSTANDING	NOT APPLICABLE
MASTERY OF CONTENT AREA DEMONSTRATED							
QUALITY OF WRITING							
OVERALL QUALITY OF MASTER'S PROJECT							

Master's Project Title _____

Narrative Evaluation _____

NUMBER OF CREDITS GRANTED _____ NO CREDIT _____

Performance warrants advisor's/program's concerns? Yes No *Please explain in narrative.*

Faculty signature _____ Date _____

Department chairperson's signature (required for Adjunct and Associate faculty) _____

Waldorf Teacher Education Program Office
Department of Education
Antioch University New England
40 Avon Street
Keene, NH 03431

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jvanriel@antioch.edu

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603-283-2311