GUIDELINES FOR THE PREPARATION AND SUBMISSION OF A THESIS FOR THE FOLLOWING:

Master of Education
Master of Literacy Education (no new enrolments)
Master of Educational Administration and Leadership (no new enrolments)
Master of Educational Psychology
Master of Philosophy (Education)
Master of Speech Language Therapy

DEGREES

2016
Guidelines for the Preparation and Submission of an Education Thesis

267.881 Education Thesis-90 credits Part I (45 credits)
267.882 Education Thesis-90 credits Part 2 (45 credits)
267.871 Education Thesis-120 credits Part I (60 credits)
267.872 Education Thesis-120 credits Part 2 (60 credits)
271.808 Speech Language Therapy Thesis-120 Credits Part 1 (60 credits)
271.809 Speech Language Therapy Thesis-120 Credits Part 2 (60 credits)
267.895 Thesis MPhil-120 credits Part 1 (60 credits)
267.896 Thesis MPhil-120 credits Part 2 (60 credits)
## CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION 1: GENERAL INFORMATION</td>
<td>1</td>
</tr>
<tr>
<td>SECTION 2: SCHEDULE OF DATES/STUDY PROGRESSION</td>
<td>3</td>
</tr>
<tr>
<td>SECTION 3: EXPRESSION OF INTEREST FOR RESEARCH (EoIR) AND SUPERVISION</td>
<td>5</td>
</tr>
<tr>
<td>SECTION 4: AREAS OF AVAILABLE SUPERVISION</td>
<td>9</td>
</tr>
<tr>
<td>SECTION 5: SUPERVISION PROCEDURES</td>
<td>11</td>
</tr>
<tr>
<td>SECTION 6: SOME EXAMPLES OF THESIS TOPICS</td>
<td>15</td>
</tr>
<tr>
<td>SECTION 8: ETHICAL CONSIDERATIONS</td>
<td>28</td>
</tr>
<tr>
<td>SECTION 9: NOTES ON THE PRESENTATION OF A THESIS</td>
<td>31</td>
</tr>
<tr>
<td>SECTION 10: SUBMISSION OF THESIS</td>
<td>34</td>
</tr>
<tr>
<td>SECTION 11: EXAMINATION OF THESIS</td>
<td>36</td>
</tr>
<tr>
<td>SECTION 12: PUBLISHING JOURNAL RESEARCH</td>
<td>39</td>
</tr>
<tr>
<td>SECTION 13: FUNDING FOR GRADUATE RESEARCH</td>
<td>41</td>
</tr>
</tbody>
</table>

**DISCLAIMER: THIS BOOKLET IS CURRENT AT THE TIME OF PUBLICATION.**
SECTION 1: GENERAL INFORMATION

To identify a particular project you are interested in for your thesis refer to the Joint Staff-Postgraduate Student Research Projects booklet and contact the project coordinator. [http://www.massey.ac.nz/massey/learning/departments/institute-of-education/research/staff-student-research.cfm](http://www.massey.ac.nz/massey/learning/departments/institute-of-education/research/staff-student-research.cfm)

Students with **general education** research inquiries should contact:
Dr Maggie Hartnett  
MEd Thesis Coordinator  
Email: M.Hartnett@massey.ac.nz

**MEdPsychology** students with research inquiries should contact:
Jeanette Berman  
Email: J.Berman@massey.ac.nz

**MSpeechLanguage Therapy** students with research inquiries should contact:
Professor Helen Southwood  
Email: H.Southwood@massey.ac.nz

Inquiries of a more **general nature** about postgraduate study should be addressed to:
Roseanne MacGillivray  
Postgraduate Administrator, Institute of Education  
Email: IOE-postgraduate@massey.ac.nz
Workload

- Completing a thesis full-time in 1 year is a study load of 40-48 hours per week. In order to ensure the best possibility of success, working full-time is not possible.
- Completing a thesis part-time over 2 years has a study load of 20-24 hours per week. If you are intending to work full-time while studying, this is the option to choose.

Important Points:

- At this level of study, you are expected to be self-directed and to take responsibility for maintaining regular contact with your supervisor. The particular pattern of supervision and the way procedures are followed will depend largely on the nature of your research. This should be carefully negotiated from the outset and if necessary modified, only after consultation, as the thesis proceeds. See Section 5 below for more information on thesis supervision.

- You must submit an expression of interest for research and supervision (EoIR) (see pages 7-8) for approval before commencing work on the research. All students should submit the EoIR as soon as possible after enrolment for approval and no later than the Monday 1 February. See Section 3 for more information on preparing an EoIR.

- You are encouraged to consult with members of staff working in an appropriate research area before submitting the EoIR for approval (see Section 4). If any difficulties are encountered contact the relevant thesis coordinator immediately.

- You will be assigned two supervisors, one of whom will be the Chief Supervisor, who will be a member of staff of the Institute of Education or its affiliates.

- The completed thesis must be presented in accordance with the requirements of the Massey University Library. You should review the Guide to presentation of theses available on the Massey University Library website at http://www.massey.ac.nz/massey/research/library/help-and-instruction/theses/thesis-presentation-guide.cfm

- A University Post-Graduate Research Fund exists in the College. Masters and Doctoral thesis students may submit applications to this fund. For further information contact your supervisor(s) (see also Section 13 in this booklet).
SECTION 2: SCHEDULE OF DATES/STUDY PROGRESSION

Planning is essential and it is important that you do not overlook the schedule of target dates set out in this document.

Full time students (completing over one academic year)

- 267.871 Education Thesis-120 credits) Part I (60 credits)/267.872 Education Thesis-120 credits) Part 2 (60 credits)
- 271.808 Speech Language Therapy Thesis-120 Credits Part 1 (60 credits)/271.809 Speech Language Therapy Thesis-120 Credits Part 2 (60 credits)
- 267.895 Thesis MPhil-120 credits Part 1 (60 credits)/267.896 Thesis MPhil-120 credits Part 2 (60 credits)

Guidelines for task completion

<table>
<thead>
<tr>
<th>Due dates</th>
<th>February Start</th>
<th>July Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Expression of Interest for Research:</td>
<td>1 February</td>
<td>15 June</td>
</tr>
<tr>
<td>Notification of Assigned Supervisor(s):</td>
<td>By 1 March</td>
<td>15 July</td>
</tr>
<tr>
<td>Supervisor’s Response to Research Outline:</td>
<td>By 15 March</td>
<td>31 July</td>
</tr>
<tr>
<td>Progress Report Due to Institute of Education:</td>
<td>4 July</td>
<td>15 November</td>
</tr>
</tbody>
</table>

Submission of Thesis

<table>
<thead>
<tr>
<th>Due dates for Submission</th>
<th>February Start</th>
<th>July Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theses are due to be examined prior to Christmas (February start) and prior to Semester 2 (July start)</td>
<td>11 November</td>
<td>15 May following year</td>
</tr>
</tbody>
</table>

Requests for extensions are considered on a case by case basis. Requests for an extension should in the first instance be sent by the student, after discussion with the Chief Supervisor, to Roseanne MacGillivray ioe-postgraduate@massey.ac.nz.

Supporting documentation such as medical certificates should be attached.

NB:

(a) Completion of approved research methods papers (267.741, 267.740, 267.781, 267.782, 267.783, 267.780, 267.788, 267.723 or approved alternative) is a pre-requisite for enrolment in a thesis.
(b) Students who submit theses after 11 November/15 May are advised that whilst they may be eligible to graduate upon successful completion of their thesis, their chances of a place in the first available Graduation Ceremony cannot be guaranteed.

(c) Students applying for the PGDip Educational Psychology (Internship) must submit by 11 November, to enable examination to be completed in time for consideration for entry to the Internship.

(d) Students are advised to submit a thesis EoIR (1 electronic copy) as early as possible. Those submitting these after the 1st February may miss out on their preferred supervisors.

Part time students (completing over two academic years)

- 267.881 Education Thesis-90 credits Part I (45 credits)
- 267.882 Education Thesis-90 credits Part 2 (45 credits)
- 267.871 Education Thesis-120 credits Part I (60 credits)
- 267.872 Education Thesis-120 credits Part 2 (60 credits)
- 271.808 Speech Language Therapy Thesis-120 Credits Part 1 (60 credits)
- 271.809 Speech Language Therapy Thesis-120 Credits Part 2 (60 credits)
- 267.895 Thesis MPhil-120 credits Part 1 (60 credits)
- 267.896 Thesis MPhil-120 credits Part 2 (60 credits)

All part-time thesis students complete the 90/120 Credit research requirements over two years by enrolling in Thesis Part I (45 credits)/ or Thesis Part 1 (60 credits) in the first year of study and then enrolling in Thesis Part 2 (45 credits)/ or Thesis Part 2 (60 credits) in year two. The two parts must be enrolled in consecutive years.

Requirements for Part 1 are: To have written to acceptable quality a research proposal, a review of the literature, a methodological discussion, and will have obtained any necessary ethics approval from Massey University Human Ethics Committee for the conduct of the research. A Part 1 report of progress from the chief supervisor is due at Institute of Education by 15 November (for February start)/1 February (for July start).

Requirements for Part 2 are: To complete data gathering and analysis and write up the final Thesis to a standard suitable for submission for examination, upon approval by the Chief supervisor.
SECTION 3: EXPRESSION OF INTEREST FOR RESEARCH (EoIR) AND SUPERVISION

Due Date: 1st February/15th June

You are required to complete an expression of interest for research (EoIR) in the area of research you wish to pursue for the Masters thesis. You need to be able to describe and justify the questions and issues you wish to research and indicate in a couple of sentences the methodological approach you wish to use – (500 Words maximum).

Submit your EoIR (with the IoE 2 (Thesis) form) as early as possible from the 1st December/ 1st May onwards. The sooner this is submitted the sooner a supervisor is appointed and the more time you will have to complete your research.

To assist the co-ordinator in appointing a supervision team best matched to your area of interest you are encouraged to:

- Consult the Joint Staff-Postgraduate student Research Projects booklet for possible research projects.
- Align your research with the research interests and expertise of staff (see page 8 for staff and possible projects).
- Connect your research with previous postgraduate studies you have undertaken.
- **Supervisors:** If possible, write the name of any staff member(s) who you would suggest as a potential supervisor. Outline any discussions you have had with your nominated supervisor.

**Note:** If your suggested topic is not aligned with the research interests and expertise of staff within the Institute, it may be necessary to revise your topic in order to find suitable supervisors.

Your research expression of interest is intended to provide your Thesis Coordinator and your potential supervisor with an **indication** of the field of the research you wish to undertake. The research expression of interest is not graded, but is intended as a starting point for discussion with your supervisor. Your supervisor is then appointed on the basis of that description. You will then work closely with your supervisor to refine these initial ideas, so that a fully justified and ‘workable’ research design is developed for your study.
Submitting Your Research Expression of Interest (EoIR)

Prepare one copy of your EoIR, and attach to the IoE 2 (Thesis), Nomination of supervisors for Thesis form, available on pages 7 & 8, on your Stream site or online at: http://www.massey.ac.nz/massey/learning/departments/institute-of-education/study/documents.cfm

Scan and send to IOE-postgraduate@massey.ac.nz with the subject line: EoIR Attention Roseanne MacGillivray

On receipt of your EoIR, your details are recorded on the Institute of Education database and one copy is placed in your file. The coordinator then sends your description to the staff members you have suggested or persons considered appropriate for your study. Please note that the appointment of supervisors is ultimately the responsibility of the Thesis Coordinator, who takes into account staff availability and expertise, as well as staff workloads. When confirmed, you are notified of the names of your supervisors and their contact details. We encourage you to make contact immediately with your supervisors, so that you can get underway with your investigation under their guidance.

(NOTE: You cannot start your research until supervisors have been formally confirmed).
Student ID number: ____________________________

First name: ____________________________

Surname: ____________________________

Email: ____________________________

Programme of study: ____________________________

Major: ____________________________

Thesis paper/s enrolled in: ____________________________

Thesis credit value: ____________________________

Programme credit value: ____________________________

Campus:  
-  Albany  
-  Wellington  
-  Palmerston North  
-  Distance Learning

Thesis title: ____________________________

Research Methods paper/s completed:

Paper number: ____________________________ Date: ____________________________

Paper number: ____________________________ Date: ____________________________

Possible Chief Supervisor: ____________________________

Co-supervisor(s): ____________________________

Outline of discussions with potential supervisor (Attach relevant correspondence)

Attach Expression of Interest for Research (EoIR)

NOTES:

Content and Format
Your research could be descriptive, explanatory or theoretical. It could be a case study, a survey, an historical analysis, or a teaching experiment. Whatever form it takes, it needs to make an original contribution to the field.

Your expression of interest for research (EoIR) 500 words maximum, is intended to provide your Thesis Coordinator and your potential supervisor with an indication of the research you wish to undertake. The EoIR is not graded, but is intended as a starting point for discussion with your supervisor. Your supervisor is then appointed on the basis of that description. You will then work closely with your supervisor to refine these initial ideas so that a fully justified and workable research design is developed for your study.

If your suggested topic is not aligned with the research interests and expertise of staff within the Institute, it may be necessary to revise your topic in order to find suitable supervisors.

Your expression of interest for research (EoIR) should include:

- Title: This should be brief and accurately reflect the nature of the project.
- Description and justification of the questions and issues you wish to research in broad terms.
- Indication of the methodological approach you wish to take (one or two sentences).
- 500 words maximum.
Submitting Your Expression of Interest for Research:

Prepare one copy of your EoIR. Scan and send your EoIR with this form (IOE 2 – Nomination of Supervisors for Thesis) to:

IOE-postgraduate@massey.ac.nz with the subject line: Attention Roseanne MacGillvary – EoIR.

On receipt of your EoIR, your details are recorded on the Institute of Education database and one copy is stored in your file. The coordinator then sends your EoIR to the staff members you have suggested or persons considered appropriate for your study. Please note that the appointment of supervisors is ultimately the responsibility of the thesis coordinator, who takes into account staff availability and expertise, as well as staff workloads. When confirmed, you are notified of the names of your supervisors and their contact details. We encourage you to make contact immediately with your supervisors, so that you can get underway with your investigation under their guidance.

(NOTE: You cannot start your research until supervisors have been formally confirmed).

To assist the co-ordinator in appointing a supervision team best matched to a student EoIR you are encouraged to:

- Align your research with the research interests and expertise of staff.
- Contact your research with previous postgraduate studies you have undertaken.
- Submit your EoIR along with this form (IOE 2) by the deadline of 1 February to:
  IOE-postgraduate@massey.ac.nz with the subject line: Attention Roseanne MacGillvary – Research Outline.

OFFICE USE ONLY:

CHIEF SUPERVISOR
(In EFT allocation terms the Chief Supervisor is responsible for 2/3 supervision)

First name: ___________________________
Surname: ___________________________
Academic unit: _______________________
Telephone: ___________________________
Email: _______________________________

I [agreement] agree to supervise

[Supervisor name]
[Student name]

For: ____________________________
(Thesis number and title)

Signature: ___________________________
Date: ___________________________

CO-SUPERVISOR
(In EFT allocation terms, the Co-supervisor is responsible for 1/3 supervision)

First name: ___________________________
Surname: ___________________________
Academic unit: _______________________
Telephone: ___________________________
Email: _______________________________

I [agreement] agree to supervise

[Supervisor name]
[Student name]

For: ____________________________
(Thesis number and title)

Signature: ___________________________
Date: ___________________________

RESEARCH CO-ORDINATOR:

Signature: ___________________________
Date: ___________________________
SECTION 4: AREAS OF AVAILABLE SUPERVISION

There are two pathways to finding a topic and a supervisor.

1. Staff at the Institute of Education are engaged in a wide range of cutting-edge research programmes that are planned for several years ahead. Supervision is available for suitably qualified postgraduate students within most of the individual projects that contribute to these larger programmes of research.

(For details please see the separate booklet http://www.massey.ac.nz/massey/learning/departments/institute-of-education/research/staff-student-research.cfm. For electronic copy, see Institute of Education – Research – Staff-Student Research). If you are interested in joining one of these projects please contact the staff member(s) concerned.

2. If your research interest falls outside these topics, please contact the appropriate staff member listed below:
   - Additional Languages - Dr Karen Ashton or Dr Alyson McGee
   - Early Childhood Education - Dr Tara McLaughlin
   - Educational Leadership - Karen Anderson
   - Educational Psychology - Dr Jeanette Berman
   - E learning – Dr Maggie Hartnett
   - History of Education – Dr. Tony Carusi
   - Literacy – Dr Alison Arrow
   - Special and Inclusive Education – Associate Professors Mandia Mentis and Alison Kearney
   - Pasifika Education – Assoc Prof Roberta Hunter
   - Philosophy of Education - Dr. Tony Carusi
   - Speech, Language and Hearing - Associate Professor Helen Southwood
   - Teaching and Learning – Associate Professor Alison Kearney

   - The Institute of Education also hosts the Centre of Excellence for Research in Mathematics Education
The Centre for Research in Mathematics Education includes academics, graduate students and practitioners engaged in a range of research and development projects related to mathematics education. Part of Massey University's Institute of Education, CeRME brings together experts in mathematics education to work on a common theme: the place of mathematics education and its transformative potential in New Zealand, the Pacific region, and the world.

**Our Focus**
A focus on equity and cultural responsiveness underwrites our research projects and the developmental work we engage in with teachers, postgraduate students, and new researchers. Our strong tradition of collaboration with international and national researchers enables us to contribute to scholarly debates, in both the research and professional fields, in ways that are research-informed. CeRME’s core areas of interest and expertise are in the teaching and learning of mathematics across formal and informal contexts and in the professional education of teachers. Our work links up-to-date international literature with practice and uses a range of research methodologies to reflect the complexity of teaching and learning mathematics.

**Research**
We undertake nationally and internationally respected research in mathematics education. Our work contributes to theory, practice and policy in the teaching and learning of mathematics, including teacher preparation. Recently completed CeRME projects focus on international comparisons in mathematics education, numeracy practices and change, mathematical discourse, effective pedagogy, student transitions across sectors, equity and participation, and assessment practices. Currently we are engaged in a number of projects (listed below) that advance our research agenda themes:

- Culture, language, and identity
- The professional learning of teachers
- Curriculum and assessment
- Cognition and affect

**Centre Co-Convenors**
Professor Margaret Walshaw
Email: M.A.Walshaw@massey.ac.nz

Professor Glenda Anthony
Email: G.J.Anthony@massey.ac.nz
**SECTION 5: SUPERVISION PROCEDURES**

The table below outlines the responsibilities of the supervisor(s) and student (adapted from Massey University’s School of Psychology, 2011).

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisor</strong></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>• To give guidance about the nature of research and the standard expected, about the planning of the research programme, about literature and sources and about requisite skills and techniques.</td>
<td>• To get off to a good start with the research including the development of a proposed timeline and accept that the <strong>principal responsibility for the research and its progress lies with the student.</strong></td>
</tr>
<tr>
<td>• To ensure that the supervisor is not already over-committed and will remain fully conversant with the project.</td>
<td>• To discuss with your supervisor the type of guidance and comment that can be expected and to assist with clarification of responsibilities.</td>
</tr>
<tr>
<td>• To maintain regular monthly (as a minimum) contact through supervision meetings (phone or Skype calls, or email) as agreed to with the student, and to provide in these meetings quality, focussed and uninterrupted attention to the student and the research.</td>
<td>• To maintain regular monthly (as a minimum) contact through supervision meetings (phone or Skype calls, or email) as agreed to with your supervisor. <strong>A record of this contact should be provided on the Supervision Record (see Sect 5) and submitted with your thesis.</strong></td>
</tr>
<tr>
<td>• To submit a six monthly Supervisor’s report to the Institute of Education as requested.</td>
<td>• To submit a six monthly progress report to the Institute of Education as requested.</td>
</tr>
<tr>
<td>• To assist the student to develop a proposal for Ethics Committee(s) where appropriate.</td>
<td>• To take the initiative in raising problems and difficulties.</td>
</tr>
<tr>
<td>• To be sensitive to cultural, political or gender issues relating to the student or the research.</td>
<td>• To maintain regular progress of the work in accordance with the stages agreed to with your supervisor, as set out in your timeline, including in particular the presentation of written material in sufficient time (as negotiated with your supervisors) to allow for comments and discussion before proceeding to the next stage.</td>
</tr>
<tr>
<td>• To give advice on necessary completion dates of successful stages of the research (including development of a timeline) to ensure that the project is submitted within the scheduled time.</td>
<td>• To notify your supervisor if you have to be absent from your study for an extended time and to make suitable arrangements for contact during your absence.</td>
</tr>
<tr>
<td>• To request regular written work as appropriate and to return work with constructive criticism within a reasonable time (2-3 weeks).</td>
<td>• To discuss possible publication of the research and to come to some agreement about the timing and the authorship of the publication.</td>
</tr>
<tr>
<td>• To ensure that the student is made aware of any inadequacy of progress or of standard of work.</td>
<td>• You are reminded that compliance with course regulations and the quality of your work is ultimately your own responsibility. The role of the supervisor is to assist you to achieve the best result of which you are capable.</td>
</tr>
<tr>
<td>• To provide a collaborative research environment and encourage open communication.</td>
<td></td>
</tr>
<tr>
<td>• To ensure that if they are to be absent from the University for an extended time suitable arrangements are made for appointment of a new supervisor, or for interim supervision of the student.</td>
<td></td>
</tr>
<tr>
<td>• To discuss possible publication of the research and to come to some agreement about the timing and the authorship of the publication.</td>
<td></td>
</tr>
</tbody>
</table>
Process for Changing Supervisory Relationship.

1. Student seeking change of supervisory relationship:
   - Communicate with Supervisor/s
   - If unsure/unable, student contact the Postgraduate Administrator of Institute of Education.
   - The Postgraduate Administrator and/or Thesis Co-ordinator will act on behalf of the student to negotiate with supervisor or Thesis coordinator.
   - Where unresolved, the Research Director of the Institute of Education becomes involved.

2. Supervisor has concerns with the supervisory relationship:
   - Communicate with the student (required to keep copies of emails/letters/notes from meetings).
   - If unsure/unable, supervisor contact the Postgraduate Administrator of Institute of Education.
   - The Postgraduate Administrator and/or Thesis Co-ordinator will act on behalf of the Supervisor to negotiate with student.
   - Where unresolved, the Research Director of the Institute of Education becomes involved.
Guidelines for Supervision Record

It is a requirement that students make formal contact with their supervisor at least once a month by telephone, email, skype or personal contact. This sheet must be sent to ioe-postgraduate@massey.ac.nz when you submit your thesis.

<table>
<thead>
<tr>
<th>Date</th>
<th>How Contacted</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: ____________________________________________

Paper Number & Title: ________________________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>How Contacted</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 6: SOME EXAMPLES OF THESIS TOPICS

Students may find it useful to look at one or two completed theses in similar or related areas to their own. All completed theses are lodged in the University Library and most are available for borrowing by other students on the condition that hard copies not be removed from the Library or the theses be accessed electronically. Distance students may obtain them on inter-loan through other libraries.

Some examples of completed masterate theses in specific areas:

**Master of Education (MEd)**

Atkins, R. *Assessment Practices in New Zealand Year 9 and Year 10 Social Studies Courses: An exploratory case study.*

Galokale, K. *The potential of professional learning communities for teacher learning in the community high schools in the Soloman Islands.*

Hayes, J. *Becoming a school child. The role of peers in supporting new entrant transitions.*

Jeriffe, D. *Improving the Reading Comprehension and Motivation Level of Struggling Adolescent Readers*

Kendall-Jones, S. *The impact of the mathematical identity of school leaders on professional development in mathematics education in NZ primary schools.*

Louwrens, N. *Exploration of online activities that engage New Zealand middle school students.*

May, S. A. *Reconstituting multicultural education: A critical pedagogy at work.*

Naidoo, N. N. *Parent-teacher relationships at a secondary school: A cross-perceptual study.*

Pringle, P. *Whanau/bi-lingual unit implementation. Case studies of an educational response to change within New Zealand primary schools.*

Smith, P. *The role of peers in children’s learning.*

Tate, A. *Developing identities in the workplace: Exploring student experiences of distance early childhood education.*

Taylor, B. N. *Motivational and contextual influences in the decision of females to study education extramurally.*

Tilton, J. *What experiences influence self-efficacy in teachers using mobile digital technology within the secondary school classroom?*
Master of Education (Adult Education) (MEd (Adult Ed))
Harries, D. *Building Pharmacist-Patient relationships.*
Pritchard, C. *Identifying trades tutor’s and institution’s perceptions of tutor roles within the ITP sector.*
Puketapu-Dahm, N.A. *Hapine Nga Harakeke: Drawing the moisture held within the flax fibre.*
Strathern, M. *Threads of Blue: an ethnographic study on the experiences of males working within nursing.*
Teppett, R. *Employment Relations Education: Learning for change.*
Turvey, J. *Exploring business student’s ability to think in an economic way: A study in an introductory economics course at one New Zealand tertiary institution.*

Master of Educational Administration and Leadership (MEdAdminLead)
Kelly, O. *Student representation on Boards of Trustees in Auckland secondary schools.*
Joyce, A. *Effectiveness in changing a primary school culture. A case study.*
Mexted, R. *The Leadership of six women secondary principals in a new right environment.*
Moffatt, C. *A study of equity policies in primary schools, based upon interviews with principals and boards of trustees.*
Scott, J. *A lot of managing, a little leading: The work of newly appointed deputy and assistant principals.*
Selwood, S. J. *New Zealand Qualifications Authority: The genesis of a radical reconstruction of qualifications policy in New Zealand.*
Tuketapu, B. *He mata ngaro Maori Leadership in educational administration.*

Master of Educational Psychology (MEdPsych)
Miliffe, A. *Child Well-Being in Middle Childhood: A Mixed Methods Cross-National Comparison*
Montgomerie, R.L. *Video Self-Modelling as an Intervention for Oral Reading Fluency in Year 3 Students.*
O’Brien, J. *How do Interprofessional practice teams work together to identify and provide for gifted students with multiple exceptionalities?*
Stevenson, M. *Making a difference: A comparative study of roles, responsibilities and perspectives of Teacher Aides in primary and secondary schools in New Zealand.*
Thompson, J. E. *The effects of prenatal exposure to methamphetamine on children’s executive function at age 4.*

Wooler, S. *Early childhood teachers perceptions of the social validity of the Incredible Years teacher classroom management programme in Aotearoa New Zealand.*

**Master of Literacy Education (MLitEd)**

Corkery, F. *An Analysis of Year 8 Poor Comprehenders’ Responses to the PAT Reading Comprehension Test*

Stewart-Brown, B. *The Effects of Cross-age Literacy Tutoring in a Low Decile Secondary School.*

Wild, S. *The effectiveness of phonological-based intervention for students in their first year of school.*

**Master of Philosophy (MPhil)**

Matangi, A. *Enhancing student achievement through curriculum integration based on New Zealand key competencies: A descriptive case study.*

VanGhent, M. *Switched On-What factors motivate tertiary students to achieve 100% course attendance?*


**Master of Speech Language Therapy (SpecLangTher)**

Cope, Y. *Impressions of a multiple station speech and language therapy admission Interview.*

Wright, J. *Emergent literacy practices for New Zealand preschool children with autism spectrum disorders.*
SECTION 7: DEVELOPING AND UNDERTAKING YOUR RESEARCH

Any worthwhile piece of research will include much shared planning of the direction and analysis of progress by the student and the supervisor. Obviously, the special nature of each unique study will determine the specific details of approach and requirements. Your expression of interest for research will have already identified a problem or question to investigate which aligns with the research interest and expertise within the Institute. You will also have indicated for your supervisor some of the initial literature that you have read in your topic area and your early ideas for a research design and methods that could be used in your study. As you get underway now, you will probably need to further develop and refine your first ideas and suggestions, beginning with your literature review.

Literature Review

We recommend that all students have a look at the following text, which is in the library. (There is also a 2003 reprint available.) It provides good advice.


In addition you should read the two page guide to conducting a literature review that follows this section and also the section on “The search process” from:


Other publications and a number of university websites also provide good information about undertaking a literature review.

Invariably, your topic will be able to be related to the work done by someone else in some other place. It is important to read widely in order to refine your understandings and focus on the issue you want to investigate.

No doubt you have already developed good library search skills needed for finding material on your topic; however, you can request assistance from the Distance Library Service if you need to. Your supervisor will probably also be able to assist you, to extend your reading into the work of other researchers that could provide you with ideas.
models, concepts, approaches, references, support and perhaps new directions for your envisioned study.

It is important that you have a good understanding of your key terms and concepts so that your writing is clear. A good literature review will provide the reader with an understanding of what has already been done on a topic, how it has been researched and what the key issues are. It will show that you “understand the main theories in the subject area and how they have been applied, as well as the main criticisms that have been made on the topic” (Hart, 1998, p. 1) As Hart points out, this work is part of your academic development – “of becoming an expert in the field”.

Reading and thinking about the literature on your topic is also part of the important stage of planning your research approach in order to solve your problem or seek your answers. You need to keep some detailed notes on each article or book you read. Also use the Endnote software programme to help build up an accurate bibliographic database. (See details in section 7.2) This will greatly assist your referencing accuracy and save you hours of tedious work – for example, in ensuring you have correct citation and referencing formats.

As you read the literature, be thinking also how you could classify the research – for example, into local and international examples, early and more recent developments, different theoretical approaches used, types of studies (quantitative and qualitative; survey and interview case studies etc.) – and make notes on any aspects that are relevant for your study.

Use all of your notes to help you write a review that is not just a descriptive summary of what others have done, but rather an argued explanation of the topic, including the strengths and weaknesses of the previous studies you have found. You may wish to discuss these in an argument that explains a ‘gap’ or some fallacies in previous studies and how current knowledge could be improved or enhanced by your own proposed investigation. You may want to explain an approach to your topic that you think is worth replicating in New Zealand. Whatever approach you take, your literature review should show your reader the relevance of and need for your own proposed investigation. It will also make clear links to the research questions or hypotheses you have identified and give an indication of the contribution your study may make to the literature and or practice in your area.
The Literature Review: A few tips on conducting it

What is a review of the literature? A literature review is an account of what has been published on a topic by accredited scholars and researchers. Occasionally you will be asked to write one as a separate assignment (sometimes in the form of an annotated bibliography), but more often it is part of the introduction to an essay, research report, or thesis. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries.

Besides enlarging your knowledge about the topic, writing a literature review lets you gain and demonstrate skills in two areas:

1. Information seeking: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
2. Critical appraisal: the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things:

(a) Be organized around and related directly to the thesis or research question you are developing
(b) Synthesize results into a summary of what is and is not known
(c) Identify areas of controversy in the literature
(d) Formulate questions that need further research

Ask yourself questions like these:

- What is the specific thesis, problem, or research question that my literature review helps to define?
- What type of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a new procedure)? qualitative research (e.g., case studies)?
- What is the scope of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., nursing psychology, sociology, medicine)?
• How good was my information seeking? Has my search been wide enough to ensure I’ve found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I’ve used appropriate for the length of my paper?

• Have I critically analysed the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarising items, do I assess them, discussing strengths and weaknesses?

• Have I cited and discussed studies contrary to my perspective?

• Will the reader find my literature review relevant, appropriate, and useful?

Ask yourself questions like these about each book or article you include:

• Has the author formulated a problem/issue?

• Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?

• Could the problem have been approached more effectively from another perspective?

• What is the author’s research orientation (e.g., interpretive, critical science, combination)?

• What is the author’s theoretical framework (e.g., psychological, developmental, feminist)?

• What is the relationship between the theoretical and research perspectives?

• Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?

• In a research study, how good are the basic components of the study design (e.g., population, intervention, outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?

• In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically-charged language and tone? Is there an objective basis to the reasoning, or is the author merely approving what he or she already believes?

• How does the author structure the argument? Can you deconstruct the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?
• In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?
• How does this book or article relate to the specific thesis or question I am developing?

Final Notes:
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.

Prepared by Dena Taylor, Director, Health Sciences Writing Centre, and Margaret Procter, U of T Coordinator of Writing Support for use at the University of Toronto.

Note: We strongly recommend a one-to-one research consultation with a subject librarian. For more information go to:
http://www.massey.ac.nz/massey/research/library/about-us/addresses-and-staff/sections/information-research-services.cfm#turitea
OWLL: The Online Writing and Learning Link

http://owll.massey.ac.nz/

Develop your academic writing and study skills with the Online Writing and Learning Link (OWLL) from Massey University. OWLL contains detailed information, interactive content, and online workshops on essay and report writing, referencing, study techniques, computer skills, and more.

APA Interactive

Create customised examples of APA references and in-text citations.

Assignment planning calculator

Create a timeline for planning, writing, and revising your assignment.
Download a copy of this free 114-page e-book on essay and report writing, referencing, and academic study.
Endnote bibliographic software

Purchase of Endnote bibliographic software is strongly recommended for all postgraduate students. Endnote is a software tool that helps you store and retrieve references, download the results of on-line searches, make notes on each item and produce bibliographies or reference lists for assignments and research reports. Endnote is the recommended information management application at Massey University. Support is available to help you become familiar with the software (from the Library) and troubleshooting (from ITS). Endnote is available in Windows and Macintosh versions.

EndNote is now available to all students for free - click on the Endnote link for download details (http://www.massey.ac.nz/massey/research/library/help-and-instruction/endnote/endnote_home.cfm).

Hints for Using Endnote

The Massey Library has a very good online tutorial for Endnote users that is accessible from its home page. (http://www.massey.ac.nz/massey/research/library/help-and-instruction/endnote/endnote_home.cfm). It takes about 10 minutes to complete (look under “Help & Support”- Quick Start Demonstration).

- When adding references to your Endnote library, check each one as you go in the Preview pane.
- If you can’t see the Preview pane you need to click on the Show Preview button at the lower right of the Endnote window.
- If you are using the Notes and Keywords fields be consistent with terms and spellings.
- When you are using Cite While You Write and need to alter a reference, don’t try to change it in Word. If you need to correct a mistake in the reference use Edit Library Reference from the Endnote toolbar.
- Save a copy of your library as you finish a session. Endnote saves data as you go, but it does have a Save a Copy function from the File menu just to be on the safe side.

SPSS

SPSS is also free to students. Information is available at http://www.massey.ac.nz/massey/staffroom/national-shared-services/information-technology-services/standard-operating-environment/software-at-massey/software/spss/spss_home.cfm.

For any questions please contact Vanessa Painter (V.H.Painter@massey.ac.nz 06 3569099 Extn 84388)
Research design

Refining your research design is closely linked to your work on reading, thinking and writing about the literature. The latter may have helped you to identify contributing problems or related questions. Each step of your research needs careful planning, however: for example, what information or material do you require ... how can it be obtained ... what should you do next? Perhaps you will be implementing an activity, possibly in something of an experimental fashion, then doing such things as gathering colleagues’ reactions and opinions by talking with, or seeking reports, from those people. Perhaps you will be investigating a facet of an institution's life by searching through files of documents, records or news items or by observing events or interactions. Perhaps you will be using a particular type of measuring device. Both the methodology and methods of action which you choose should be appropriate to the task which you have set yourself.

Most likely your topic will be able to be related to an established methodology – such as experimental research, or case study, or action research or mixed methods. Go back to the literature on research methodology to help you explain why your particular methods (what you will do to gather information) are appropriate for investigating your issue/problem/ questions. You will need here to fully justify your choice of qualitative and/or quantitative approaches and explain why alternative approaches and data collection techniques have been rejected. You also need to consider approaches for analysis of your research data. Once again, you will need to refer to the literature on research methods to help explain and justify your choices.

Timetable
It is critical that you develop a realistic timeline for completion of your research. You may however need to revise your initial estimations of the time needed for each stage of your study in consultation with your supervisors. Allow for hold-ups and for things taking longer than you expect!

Ethical considerations
These are very important for any empirical research that involves human participants. Before undertaking any field work of any kind, you will need to have consulted and fully understood the Massey University Human Ethics Committee requirements here. Be aware that this work can take a considerable amount of time and do not delay starting on it. (See the separate notes after this section.)
A full ethics application can typically take **two to three months** from the time you start it to approval.

**Fieldwork and analysis**

Once you have ethical approval, you will gather a considerable amount of material or data relating to your study. The way(s) in which that **data will be collected, recorded, processed and presented** should be determined in consultation with your supervisor. We have provided some general notes on writing up your research in a later section. Note though, that in the final stages of the research, it is appropriate to develop your **conclusions** (outcomes of lessons which have been learned) and, perhaps, to make some **recommendations** for further action (either by people contemplating similar work or by practitioners who might learn from your work). With the benefit of hindsight, too, you might comment on the strengths and weaknesses of the conceptual basis and method with which you approached your problem or question.

Some more detailed guidelines on the writing up and presentation of your final thesis are given later in this booklet.
SECTION 8: ETHICAL CONSIDERATIONS

Ethical considerations are essential both to professional inquiry in education and educational research. Professional groups (e.g. registered teachers, educational psychologists, counsellors) usually have their own ethical guidelines for practice and inquiry into their work and interaction with others. Education research also mostly involves people, directly or indirectly. At Massey University, the ethics of proposed student research that involves human participants must be discussed with supervisor(s) and evaluated by reference to the University’s Codes and Policies on research.

Ethical Responsibility

This advice on the conduct of educational research is based on the Massey University Code of ethical conduct for research and evaluations involving human participants (http://www.massey.ac.nz/massey/research/research-ethics/human-ethics/human-ethics_home.cfm)

Also relevant are the ethical guidelines developed by the New Zealand Association for Research in Education (link to PDF below)

Student research is always supervised and approved by one or more academic staff members. Responsibility for establishing and maintaining ethical practices in the conduct of educational research lies with both the supervisor(s) and the student. Staff and student researchers are also bound by the requirements of Massey University’s Code of Responsible Research Conduct.

Students must discuss fully all the ethical implications of their proposed study with the supervisor(s). For many student research studies, this process of peer review will provide a sufficient ethical evaluation. Where required by the supervisor(s), modifications to proposed research design and procedures should be made.

Students’ research proposals must be approved by an ethics committee or, for very low risk research, be formally notified to the Research Ethics Office. All student ethics notifications and applications must be read and approved by the supervisor before being submitted.

The required ethical procedures for approval and notification of research are set out, together with all the necessary forms, on the Massey University Human Ethics website
In the first instance students should download the Code of Ethical Conduct for Research and read it carefully and thoughtfully.

**Before, During and After Completion of the Research**

In many student educational research proposals, issues of conflict of interest, informed consent, the participation of very young children, the use of identifiable images and the cultural background of research participants can pose potential ethical dilemmas.

Students who wish to undertake research in their own institutions face additional ethical challenges in moving from the professional to the researcher role and ‘insider research’ should therefore be avoided if at all possible. Supervisors can often provide simple suggestions for changes to research designs and procedures (e.g., conducting the same study in another similar educational setting) to reduce or remove potential ethical concerns.

The Massey University Code of Ethical Conduct is based on interpretation and application to particular research settings of broadly agreed ethical principles for research. Ethical principles are not to be confused with ethical rules. Rules are specific and prescribe or forbid certain actions. Principles, on the other hand, are very general and need to be interpreted before being applied in a context.

Students are expected to discuss and justify the choices and decisions they have made in the design, conduct and reporting of their research, to ensure that it is ethical. Most student research follows well-established research approaches and builds directly on published studies. The research literature therefore provides a good starting point for considering the ethics of a proposed study.

In the thesis, as part of the research design/methodology chapter, students should provide a description of ethical procedures sufficient to demonstrate their awareness of requirements, and include acknowledgement of compliance with the Code of Ethical Conduct for Teaching and Research involving Human Subjects, and notification or approval of the study. To demonstrate that the project has adhered to ethical guidelines, standard practices related to access and informed consent should be briefly summarised.

Issues that relate specifically to the study (e.g., researcher input, potential conflict, young children, those who are vulnerable, conduct of focus group interviews) should be
discussed more fully. It may be useful to include the information sheet and other participant paperwork as an Appendix to the thesis if these contain novel or unusual elements.

Educational research contributes to our knowledge about how to change education for the better. This can only occur if new knowledge is disseminated to inform debates around education policy, practice and future research. Part of the ethics of educational research is, therefore, to actively seek to disseminate findings in appropriate scholarly and professional outlets. Students should discuss with supervisors how best to disseminate the findings from their research.
SECTION 9: NOTES ON THE PRESENTATION OF A THESIS

Except where word-guidelines are stated in the relevant research project/thesis administrative guide, postgraduate students who are completing their Masters thesis, should work within the following word-guidelines:

**90 credit Theses** should not normally exceed **20,000** words of text, excluding appendices, and bibliographies.

**120 credit Theses** should not normally exceed **30,000** words of text, excluding appendices, and bibliographies.

A thesis should be focussed on a set of research questions or key propositions. These questions or propositions, referred to sometimes as hypotheses, issues, or main ideas, should be examined through structured arguments which are grounded in an overall theoretical framework or body of knowledge.

The chapters should follow a logical sequence and the overall structure should be described in summary form in an Introduction. This should give an outline of the ‘design’ of the thesis.

A thesis might include, for example:

- Introduction
- Literature Review
- Methodology – including approach and design (including ethics)
- Ethics
- Discussion
- Conclusions & Implications – including recommendations for research/practice
- References
- Appendices – any additional material supplementing the report (including ethics documentation)

Illustrative materials, samples of letters or questionnaires, transcripts or other ‘raw’ data should be included as Appendices. Organisation will obviously vary according to the accepted conventions within the area or disciplinary field a student is working.
The writing of a thesis normally proceeds through various stages of drafting and redrafting. Original plans are modified and focused, initial thoughts are superseded by second and third thoughts. Most theses evolve gradually. Lengthy passages may need to be broken up or reduced to a more manageable size. New material discovered during the course of the study may need to be added. Passages that digress or detract from the main structure of the thesis may need to be deleted. Such changes may result from interactions with the supervisor or other ‘critical friends’.

There are no definitive rules for the writing of a thesis. Sometimes it is possible to write a chapter as a phase of the study is completed, and sometimes writing cannot be commenced until all of the research has been completed. In general, however, it is advisable to commence writing as soon as possible – even if you only write short draft passages. Many students find they are better able to clarify their thinking and organise their material if they begin writing at an early stage. Supervisors may also find it easier to give guidance if they have small reading tasks which are well-spaced throughout the course of the research.

Often the most difficult chapters to write are the ‘Introduction’ and the ‘Conclusion’. Each requires an overview of the thesis as a whole. Many supervisors argue that these are the chapters that need to be written last.

It is a common experience for students to underestimate the time required to write the various parts of their thesis. In many cases, it takes twice as long as initially expected because of the extra time required for the ‘polishing phase’. Self-imposed deadlines will be helpful only if they are realistic.

Theses are normally presented in an appropriate ‘academic style’. Wide variations are possible but consistency is important. The particular style in which the thesis is to be written should be decided at the outset. It is sometimes helpful to look at other theses in the area for guidance. The supervisor should also be consulted about matters of style at an early stage in the writing.

As the thesis develops, it is useful to keep asking the following questions:
- Does the research have a clear purpose?
- Is there a clear focus and direction?
- Could an intelligent reader make sense of what is written?
- Are the procedures (methods) adequately described?
- Has the evidence been adequately reported?
- Are the conclusions warranted?
- Has the theory been integrated with the methodology and the analysis or discussion?
- Are there sufficient links with other related research?
- Have all the ethical concerns been addressed?

**Referencing:**
The Institute of Education requires APA referencing. For guidance on this refer to: [http://owll.massey.ac.nz/referencing.php](http://owll.massey.ac.nz/referencing.php) or an APA manual from the University Library.

It is strongly recommended that students use bibliographic software, such as Endnote, throughout the research process.

**Plagiarism:**
The OWLL website provides information on plagiarism which students are encouraged to read [(http://owll.massey.ac.nz/referencing/plagiarism.php)](http://owll.massey.ac.nz/referencing/plagiarism.php). As the website states, Massey University defines plagiarism as:

> Presenting as one's own work the work of another, including the copying or paraphrasing of another's work without acknowledging it as another person's work through full and accurate referencing. Plagiarism applies to material so presented through written, spoken, electronic, broadcasting, visual, performance or other medium.

There are severe academic penalties for plagiarism. Students should read the Policy on Academic Integrity and the guidelines provided on OWLL and may consider submitting their work to an online plagiarism checker such as Write Check ([https://www.writecheck.com/static/home.html](https://www.writecheck.com/static/home.html)). In cases of suspected plagiarism, theses may be submitted to Turnitin (plagiarism checking software), at the discretion of the Institute of Education.
SECTION 10: SUBMISSION OF THESIS

Your thesis will be reviewed by your Supervisor who will advise if it is ready for submission. We strongly recommend you also get someone to peer review it for grammar and errors of fact, as these are the leading reasons for emendations (corrections having to be made after it has been marked) that may delay your graduation.

Once your supervisor has signed off the required administrative forms, you are ready to submit your thesis for examination.

Choosing to submit your Thesis on-line will provide 2 spiral bound copies for the examiners and when completed a final Hot melt version for the Library. The cost associated with this will be charged to your student account and can be viewed on our fees page:

http://www.massey.ac.nz/massey/admission/fees/non-tuition-fees/2016-non-tuition-fees.cfm

PDF print instructions
To submit your thesis you will need to save it as a pdf (Portable Document Format) document. Many modern software applications allow you to save your documents as a pdf without any extra software or add-ons.

https://support.office.com/en-nz/article/Save-as-PDF-d85416c5-7d77-4fd6-a216-6f4bf7c7c110?ui=en-US&rs=en-NZ&ad=NZ

Submitting your thesis
To start the submission process you are required to submit online an electronic copy of your thesis and two administrative forms RF7 Copyright Form and RF6 Certificate of Regulatory Compliance. If your thesis needs to be embargoed, form RF5 Application for Approval to Embargo a Thesis is also submitted at this time. Please ensure that your supervisor has signed the form, if required, before submitting.

Forms can be downloaded from:

How to submit online
The on-line submission of your thesis starts the examination process. A one-off fee will be charged against your student account, providing two spiral-bound copies for examination and a final bound copy library archives. A digital copy is also provided to the library. This will meet the University completion requirements for your thesis. The thesis upload portal is a secure site under ‘MyMassey’. You will need to ensure you have each required document saved separately so you can upload them. Step by step instructions will guide you through the upload of each file.

You are only able to upload your thesis and associated documentation once. Should you make a mistake, you will need to contact Examinations (exams@massey.ac.nz) and request they delete all your upload so you can start again).

Upload your thesis online using the thesis upload portal in MyMassey.

Self-print Submission Option
If you opt to self-print, you will be responsible for arranging the printing of two spiral-bound copies of your thesis and a hard-bound final copy.

For more information on submission, go to: 

Note: Please bookmark this site.

Supervision Record
When you have submitted your Thesis through the thesis upload portal, please submit a copy of your Education Research Thesis Supervision Record (See page 13 ) to the Postgraduate Administrator at the Institute of Education ioe-postgraduate@massey.ac.nz
SECTION 11: EXAMINATION OF THESIS

Two independent examiners will be appointed by the Institute of Education, one internal Massey examiner and one external examiner.

Each examiner is asked to read the thesis and provide a written report and recommended grade. The report usually includes:

(i) an overall evaluation of the substance and quality of the thesis;
(ii) an indication of particular strengths or weaknesses of such features as research procedures; theoretical rigour; interpretation and argument, practical significance; and
(iii) comments on particular strengths or weaknesses in presentation and reporting.

Education has a diverse disciplinary base. Our thesis examiners often review these works from their own disciplinary background. Although there is no one set of criteria by which a thesis may be assessed, the following broad set of guidelines are used (where appropriate to the research form and style):

(a) Focus (e.g. Clarity of purpose, appropriateness of research questions, problems, and objectives).
(b) Theory (e.g. Its place and relevance).
(c) Procedures (e.g. Suitability of approach in relation to the problem/question under investigation. Adequacy of explanation, justification, technical correctness).
(d) Evidence (e.g. Authenticity, reliability, validity. Well-grounded base for interpretation).
(e) Conclusions (e.g. Warranted, fair, open to scrutiny, generalisable, logically and theoretically consistent).
(f) Links (e.g. With previous studies, reviews, arguments, theories in the field with concurrent or possible future projects).
(g) Writing/presentation (e.g. Clarity, consistency of format, style, organisation, accuracy, readability).
(h) Contribution (e.g. to knowledge, methodology, as an information base, to further research, to classroom practice).
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>90</td>
<td>120</td>
</tr>
<tr>
<td>Word Limit*</td>
<td>20,000</td>
<td>30,000</td>
</tr>
<tr>
<td>A+/A Level</td>
<td>An outstanding piece of work, which shows mastery of knowledge and methodology in its area as well as originality of design method or insight and which makes a strong contribution to knowledge in its field. Parts of the thesis could be submitted for publication.</td>
<td>An outstanding piece of work, which shows mastery of knowledge and methodology in its area as well as originality of design method or insight and which makes a strong contribution to knowledge in its field. Parts of the thesis could be submitted for publication.</td>
</tr>
<tr>
<td>A-/B+ Level</td>
<td>A substantial piece of high quality work which demonstrates mastery in most aspects of the research, such as knowledge of the field, methodology/ methods, analysis of the findings and makes some contribution to knowledge in its field.</td>
<td>A substantial piece of high quality work which demonstrates mastery in most aspects of the research including knowledge in its area, methodology/ methods, analysis of the findings and makes a contribution to knowledge in its field.</td>
</tr>
<tr>
<td>B Level</td>
<td>A sound piece of work which demonstrates skill and initiative in the design, conduct and reporting of research and makes a potential contribution to knowledge in its field.</td>
<td>A sound piece of work which demonstrates skill and initiative in the design, conduct and reporting of research and makes a potential contribution to knowledge in its field.</td>
</tr>
<tr>
<td>B-/C+ Level</td>
<td>An acceptable piece of work which demonstrates competence in the design, conduct and reporting of the research.</td>
<td>An acceptable piece of work which demonstrates competence in the design, conduct and reporting of the research.</td>
</tr>
<tr>
<td>C Level</td>
<td>A passing grade, but one that nevertheless reveals inadequacies in design, structure or style.</td>
<td>A passing grade, but one that nevertheless reveals inadequacies in design, structure or style.</td>
</tr>
<tr>
<td>D Level</td>
<td>Work, which is unacceptable in its present state but that with revision as suggested by Examiners, could be acceptable. (i.e. C Level)</td>
<td>Work, which is unacceptable in its present state but that with revision as suggested by Examiners, could be acceptable. (i.e. C Level)</td>
</tr>
<tr>
<td>E Level</td>
<td>An unacceptable piece of work</td>
<td>An unacceptable piece of work</td>
</tr>
</tbody>
</table>

* Excluding references and appendices
• Theses are graded on the basis of the examiners’ recommendations and reports. Examiners may require emendations to the thesis before final submission. You will be advised of this and your chief supervisor will be asked to oversee and sign off on any emendations. In cases where considerable discrepancy occurs between grades, a review panel will be established by the Thesis Co-ordinator.

• The award of Honours (240 credit programme) or Distinction (120 and 180 credit programme) is based on an overall evaluation of the thesis and papers. There shall be the following classes of Honours:
  o First Class Honours or Distinction
  o Second Class Honours (first division) or Merit
  o Second Class Honours (second division)

There are time limits for study, after which students become ineligible for consideration of honours:
• 240 credit masters: Within two years of first enrolling for fulltime or five years of part time study.
• 180 credit masters: Within two years of first enrolling for fulltime or four years of part time study.
• 120 credit masters: Within one year of first enrolling for fulltime or three years of part time study.

Completion of Examination
When examination is completed and your final thesis is submitted, your Thesis will be made available electronically through the Massey Library. The final hard copy of the thesis will be stored in the Library vault at the Turitea Library.

Release of Grade
The grade for the Thesis can be released to the student once these final copies are received. Official notification of this will come from the Examinations section of the university.
SECTION 12: PUBLISHING JOURNAL RESEARCH

Where appropriate, students will be encouraged to publish their recent findings in academic and professional journals. **This is particularly important if students are considering continuing on to doctoral study at some stage.** Approach your Massey supervisor to discuss how you can share your Masters’ research with wide audiences. Build a track record of publications in journals, magazines or online, as well as presentations to local, national and international bodies.

Students wishing to prepare publications from their research, however need to recognise that authorship encompasses not only the person who does the actual writing but also those who made a substantial contribution to the study. Normally articles will be jointly published by the student and the supervisor.

All postgraduate research is regarded as Massey University research. Accordingly, students wishing to disseminate any research findings, in the form of conference presentations, on-line, or academic and/or professional journals prior to the completion and assessment of the thesis must consult with their supervisors in order to obtain prior approval. Before proceeding, there should be a clear understanding of issues such as authorship, means of dissemination, and timing.


Authorship is reserved for persons who receive primary credit and hold primary responsibility for a published work. Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Those who so contribute are listed in the byline. These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship. As early as practicable in a research project, the collaborators should decide on which tasks
are necessary for the project’s completion, how the work will be divided, which tasks or combination of tasks merits authorship credit, and on what level credit should be given (first author, second author, etc). This is especially appropriate if one of the collaborators is new to the publishing process.

Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses are required beyond the scope of a student’s thesis or dissertation.

The corresponding author (the author who serves as the main contact) should always obtain a person’s consent before including that person’s name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted.

Authors are responsible for determining authorship and for specifying the order in which two or more authors’ names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the author note.

Authors are also responsible for the factual accuracy of their contributions. The opinions and statements published are the responsibility of the authors, and such opinions and statements do not necessarily represent the policies of APA or the views of the editors.

When a paper is accepted by an editor, each person listed in the byline must verify in writing that he or she agrees to serve as an author and accepts the responsibilities of authorship.
SECTION 13: FUNDING FOR GRADUATE RESEARCH

The Institute of Education Graduate Research Fund is very limited in size and applicants should be realistic in making their requests. Successful applicants are normally working on either a master's thesis or a doctoral dissertation, although Education projects/reports may be considered if sufficient funds are available.

For the guidelines and application form, see the Institute of Education website at; http://www.massey.ac.nz/massey/learning/departments/institute-of-education/study/documents.cfm

Contact Sue Richards (S.V.Richards@massey.ac.nz) for further questions.
You can also visit the Massey University website for other scholarship opportunities. http://awards.massey.ac.nz/.