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APPENDIX C

Source: Leacock, C. J., Warrican, S. J. & Rose, G. St. C. (2009). *Research methods for inexperienced researchers: Guidelines for investigating the social world*. Kingston, Jamaica: Ian Randle.

Figure 1: Examples of References Using the APA Style*

1. A Book (One author):

Author's Last Name, Initial. (Date of Publication). *Title of book*. Place of Publication: Publishers

Example:

Roberts, P. A. (1988). *West Indians and their language*. Cambridge, UK: Cambridge University Press.

2. A Journal Article (One author):

Author's Last Name, Initial. (Date of publication). Title of article. *Name of Journal*, Volume number, Page numbers.

Example:

Nissen, P. (1988). Microcomputers in the Jamaican school context: A case study. *Programmed Learning and Educational Technology*, 25, 354 - 357.

3. A Chapter from an Edited Book (One author):

Author's Last Name, Initial. (Date of publication). Title of chapter. In Editor's Initials. Editor's Last Name (Ed.), *Title of book* (Page numbers). Place of Publication: Publishers

Example:

Simmons-McDonald, H. (2001). Competence, proficiency and language acquisition. In P. Christie (Ed.), *Due respect: Papers on English and English-related Creoles in the Caribbean in honour of Professor Robert Lepage* (pp. 71 - 60). Mona, Jamaica: UWI Press.

4. An Article in a Daily Newspaper:

Author's Last Name, Initial. (Year, Month Day). Title of article. *Name of the Newspaper*, Page number(s).

Example:

Bradshaw, M. (2007, August 19). Solar power way to go. *Sunday Sun*, p. 65A.

* According to the 5th edition of the APA manual published in 2001
See the most recent edition of the manual for the full range of referencing protocol

THE FINAL YEAR RESEARCH PAPER

A. GENERAL INFORMATION

The Final Year Research Paper counts for honours and any study undertaken must be considered equivalent to two Faculty courses both in terms of weight of content and rigour of research effort. Students must therefore be prepared to devote the equivalent of at least two semesters to research and preparation.

The rules and regulations governing the research paper can be found in the Faculty Handbook 2013/2014. It is the responsibility of the student to familiarise himself/herself with and observe those rules and regulations.

B. ONLINE REGISTRATION OF THE RESEARCH PAPER

Students are reminded that the research paper is a year-long course carrying six (6) credits, and are therefore required to register online for the paper. STUDENTS MUST REGISTER FOR THE COURSE IN BOTH SEMESTERS. Students should register as follows:

- **Bachelor of Arts** (Major/Special in French, History, Linguistics, Literatures in English, Spanish) - HUMN3099 Caribbean Studies
- **Bachelor of Arts in Philosophy** - PHIL3099 Research Paper in Philosophy
- **Bachelor of Arts in Psychology** (Majors/Special) - PSYC3011 Research Paper in Psychology
- **Bachelor of Education** - EDRS3501 The BEd Study
- **Bachelor of Fine Arts, Creative Arts** - HUMN3901 Capstone/Thesis Project in the Creative Arts.

Students who at the beginning of an academic year, need only the research paper to complete the degree, are reminded that they are required to register online (in both semesters) for this research paper and to submit the study at the normal time.

C. IMPORTANT DEADLINES

The deadline for the submission of the completed EDRS3501 The B.Ed. Study is **May 10th, 2020**. Only in exceptional circumstances will a paper be accepted after that date (see Section D Extensions below).

DEADLINES 2019/2020

Submission of Title	September 27, 2019
Submission of Proposal and Amendments to Title (not change of topic)	Oct 4, 2019
Requests for Extensions (see D below)	April 13 - 17, 2020
Approved Resubmission of failed Thesis (for Thesis submitted on May 10th, 2020 or other approved date)	Approved date not to exceed July 10th, 2020
Submission of Study: HUMN3099; PHIL3099; EDRS3501	May 10th, 2020 no later than 4:30pm
Submission of Deferred Thesis	July 10th, 2020

D. EXTENSIONS

Requests for extensions for research projects undertaken as part of the final year requirements must be made by completing a *Request for Extension* form, no more than four weeks and no less than **three (7) weeks BEFORE** the deadline date. Students must submit the completed form to their Supervisor who will forward it to the Dean's Office.

Students should note that extensions will be granted only in exceptional circumstances, such as illness, where such illness has precluded work on the project for an extended period of time, or in cases where there are severe difficulties in acquiring data such that the progress of the project may be significantly affected. In cases of illness, the request must be supported by a doctor's certificate, submitted via the Student Health Clinic, attesting to the same.

APPENDIX B

General Format for the Title Page for the B.Ed. Study

An Evaluation of a Mathematics Curriculum used in the
First and Second Forms at a Government Newer
Secondary School in Barbados

Agood P. Student
ID No. 00001234

Submitted in partial fulfilment of the requirements
for the Bachelor of Education degree programme

The University of the West Indies
Cave Hill Campus
School of Education

May 2020

- **REFERENCES**

This should be a list of ALL the works cited in the research paper. This list should contain full bibliographic information for each work cited, arranged according to the **APA style**.

- **APPENDICES**

Bits of information to which you want the readers to have access, but that could not appropriately or conveniently to include it in the text.

These may include, for example, copies of data collection instruments, data that were used to generate tables, or samples of textual data.

In cases where special difficulties in acquiring data have been reported, such difficulties must be clearly identified and must have been communicated to the Supervisor at least nine (9) weeks prior to the deadline date. The period of the extension if granted is at the discretion of the Dean.

E. FAILURES

1. Students who do not submit a paper by the **deadline** date for submission shall be deemed to have failed and must register as normal in the next academic year.
2. Students who, having duly submitted, did not pass at the first attempt and wish to graduate without losing time may re-submit by a stipulated date provided that all regulations governing Final Year Supplemental Examinations are observed i.e. that the candidate has only these 6 credits left to complete the degree and has obtained at least 45% in EDRS3501 (see Figure 1).

To be adjusted to reflect new grading scheme and regulations.....

Figure 1

REGULATIONS REGARDING SUPPLEMENTAL EXAMINATIONS:

Please note that in the case of these regulations, the terms 'supplemental', 'examination' and 'script' refer to your research paper.

11. (a) The Board of Examiners may recommend to the department concerned that a student who has failed the last and only course required to complete the degree be offered an oral or written supplemental examination in that course, provided that he/she has obtained at least 45% in the course. This also applies where the course failed was taken in Semester I and not repeated in Semester II.
11. (b) If a supplemental is granted, the student may choose to decline the offer.
11. (e) If the supplemental examination is passed, the student cannot be awarded a grade higher than D, and this grade will replace that previously gained for the entire evaluation in that course.
11. (f) If he/she fails the supplemental, the student will not have the right of appeal or review.

GUIDELINES FOR EDRS3501 THE B.ED. STUDY

1. WHAT IS THE B.ED. RESEARCH PAPER

The B.Ed. Study, is a piece of research planned, executed and reported by each student registered in the Bachelor of Education degree programme.

Each student is assigned a supervisor who provides assistance, advice and support. However, it must be stressed that the work produced should be done by the student.

2. WHEN IS THE B.ED. STUDY DONE?

The B. Ed. Study is a **Level III course**, done over the **TWO (2)** semesters of the academic year. Students should register for this course in **both semesters** of their final year of the programme.

During the **first semester**, students should engage in activities such as:

- Prepare a proposal for the study
- Present the proposal to the faculty and their peers
- Work on the literature review and methodology sections
- Select or construct relevant data collection tools

During the **second semester** students should **AT LEAST** be ready to

- Engage in data collection activities
- Compile collected data in an appropriate manner
- Analyse the data
- Write the research report.

See Figure 2 for a guiding schedule for completing the B.Ed. Study.

• CHAPTER/SECTION FOUR: FINDINGS

In this chapter/section, you present the results of the data analysis procedures. This may be done in different ways. For example, you may:

- present the data under sub-headings that match your research questions;
- consider presenting the findings under sub-headings that match the items on a questionnaire or interview questions.

Remember, you are not only telling the reader what you learned from the evidence you gathered, but you are also presenting that evidence. You should:

- find concise ways of presenting that evidence (e.g. in tables, figures, charts, or excerpts from textual data);
- select the method that best communicates to the readers what you want them to know (**do not present the same information in several different forms**)

Apart from deciding how to present the findings, you may also have to decide whether or not to include some discussion. There are different ways of presenting your findings. For example, you may:

- simply set out the results of your analyses, with perhaps only brief descriptive comments but no other discussion, with the main discussion is done in the following chapter or section;
- present the results of the analyses and comment on them at the same time by making comparisons of your findings with those of previous studies, or even possible explanation of your findings; again, this would have implications for your next chapter or section.

• CHAPTER/SECTION FIVE: DISCUSSION & CONCLUSIONS

In this chapter/section, you should present a coherent discussion of your work, your findings and the conclusions you reached.

You may remind the readers of this purpose, how you went about your investigation and what your **main findings** were. What else follows will depend on how you presented your findings in the previous chapter or section.

At the end of this chapter/section, you may also want to make any recommendations for action, **based on the findings of your research**.

- **CHAPTER/SECTION THREE: METHODOLOGY**

This ought to be a very strong chapter/section. It can determine the credibility of your work. You should include here:

- Your **research design** (type of research conducted): a discussion of why the design is appropriate for answering the research question or testing the research hypotheses; a discussion of the strengths and limitations of the design and the possible impact on your research; a discussion of what was done to eliminate or minimise the effects of the limitations. All this should be done as briefly as possible;
- Your **data sources**: a description of the people and / or places from which data were collected (demographics); a clear and concise explanation of how the sources were selected (sampling);
- Your **data collection approaches**: a report of the approaches used to collect data (e.g. surveying; observing; interviewing) with a discussion of the appropriateness of the selected approaches; the strengths and limitations of the approaches and what was done to eliminate or minimise the effects of the limitations;
- Your **data collection tools**: a description of the instruments used to collect the data; where did they come from; how were they validated; how reliable and valid were they;
- Your **data analysis procedures**: a report of how the data were analysed and why;
- A report and discussion of any **methodological and ethical issues** that were faced and how they were resolved.

PLAGIARISM

is a serious offence in the world of academia.
You may face disciplinary action if you are found guilty of plagiarism!

Figure 2

A GUIDING SCHEDULE FOR COMPLETING THE B. ED. STUDY

SEMESTER 1

TASK	COMPLETED BY
Submission of Research Topic and Title	Sept 27, 2019
Presentation/Discussion of Research Proposal with Faculty/Supervisor	Oct 11, 2019
Reviewing and/or Revising Proposal	End of Oct, 2019
Literature Review, Methodology & Instruments (Students should have a draft of the first three chapters/sections by the end of Semester 1.)	Nov-Dec, 2019

Students should have a draft of the first three chapters/sections by the end of semester 1.

SEMESTER 2

TASK	COMPLETED BY
Completion of Data Collection	Mid-Feb, 2020
Completion of Chapters 4 & 5 based on Analysis of Data Collected	End of Mar, 2020
First Draft of Paper	Mid- Apr, 2020
Revisions towards Submission of FINAL Paper	Last TWO (2) Weeks in April , 2020
Submission of FINAL paper	May 10th, 2020

3. CHOOSING A TOPIC FOR THE B.ED. STUDY

The topic selected for the study should be related to the particular area of concentration being followed. For example, students doing a concentration in Language and Literacy should select a topic related to this area.

When selecting a topic, bear in mind

- Your **OWN** interests and capabilities;
- The availability of other skills and competencies which you may not have but may need should you choose a particular topic;
- The **TIME** available for data collection;
- The **DEADLINE** for submission.

Choose a research project that can be done within the time available to you. Also remember that the topic should be worthwhile and researchable.

This is a **TWO SEMESTER** course.
Students who make no progress in the first semester may **NOT** be allowed to register for the second semester.

4. SOME CONSIDERATIONS FOR PLANNING AND CONDUCTING YOUR STUDY

- Do not make the topic so broad that it is unfocussed and unmanageable.
- Do not make the topic so narrow that it is trivial.
- Remember that a good problem statement helps to focus your research. Review information on how to write a good problem statement.

APPENDIX A FORMAT OF RESEARCH PAPER: GENERAL GUIDELINES

- **PRELIMINARY PAGES**

- Title Page (See Appendix A for example)
- Inside Cover Page
- Table of Contents
- Abstract* (About 250 words)
- Acknowledgements*
- Dedications* (Optional)

(* These should be paginated in Roman numerals)

- **CHAPTER/SECTION ONE: INTRODUCTION:**

In this chapter/section, you should give the background to the study and the rationale for doing it. You may also include a discussion of the significance of the study and who might find it of interest.

Here you could also include the problem statement and the research questions and/or hypotheses that are applicable. REMEMBER that a problem statement is a grammatically correct SENTENCE that clearly tells what it is you are doing.

- **CHAPTER/SECTION TWO: REVIEW OF LITERATURE**

In this section, you should discuss important issues related to the research topic.

This should be a critical discussion and not merely a report of who said what. You should critique other studies done in the area and show how they influenced your choices for your own research. Points made should be supported by literature. You should not restrict your literature review to literature that agrees with your perspective. Opposing views should also be considered, even if only to dismiss them.

Do not lift large chunks of text from any source for your literature review.

Do not “copy and paste” text from electronic sources. Summarize ideas and acknowledge their source.

ALL sources of literature should be properly acknowledged.

A signed copy of the Individual Plagiarism Declaration should be included after your title page. This documents may be downloaded from the Faculty's online document library.

9. SUBMITTING YOUR RESEARCH PAPER

- **B.Ed. students** should submit **TWO (2) copies** of the research paper
- The Paper should be submitted at the office of the School of Education or the relevant office at your institution, by 4.30 p.m. on the submission date.
- Submitted copies should be bound appropriately (e.g. spiral bound)
- Remember to collect your receipt on submission.



<http://www.cavehill.uwi.edu/fhe/education>

- Locating **relevant literature** is important. Plan and execute literature searches using all the resources available to you.
- Do not overlook the online databases available on the Cave Hill Campus Main Library's website. Make a list of appropriate keywords that can be used for online searches. Spending time browsing through the journals in the library can also be useful.
- Identifying **appropriate source of data** (people or other sources) is vital. Select samples with care.
- Think carefully about the **data collection tools** needed to collect relevant data. Remember, if your tools are invalid and/or unreliable, the validity of your research can be threatened.
- Think through how you are going to collect data: the **procedure**. Remember that schools have scheduled events that must be factored into this (e.g. sporting events; special days; holidays; examination periods). Do not wait until the last minute to attempt to collect data.
- **Ethics** should guide what you do while conducting your research. Remember: DO NO HARM!

5. REPORTING YOUR RESEARCH

Writing a research report takes time and effort. You should make a careful plan of the paper. The **general format** of the research report consists of SEVEN (7) chapters/sections. These are:

1. Introduction
2. Review of Literature
3. Methodology
4. Findings/Results
5. Discussion/Conclusions/ Recommendations
6. List of References (using the APA style)
7. Appendices

Appendix A provides a comprehensive outline of the format of the research report.

6. ABOUT THE RESEARCH REPORT

There are some other important details that you should note about The B. Ed. Study.

- The B.Ed. Study has a limit of **8,000 to 10,000** words.
- You **should not exceed** the upper limit of 10,000 words. **Overly long reports will be penalised.**
- The study should be typewritten and printed on 8½" x 11" (letter-size) paper of a good quality.
- The body of the text should have 1½ or double line spacing (lengthy quotations, footnotes or endnotes and bibliography may be typed single spaced).
- Text in a plain serif (e.g. times roman should be printed on only ONE side of each sheet of paper.

7. SOME GENERAL ADVICE

- Do not be timid about seeking help and advice from your supervisor. However, do not become overly dependent on him or her either. Take control of your research. Make decisions when necessary and be prepared to defend your decisions in your paper.
- Try not to miss scheduled appointments with your supervisor. If you cannot keep an appointment, CALL or send an email message.
- Do not expect your supervisor to read your work each time you make changes.
- Try to have a complete draft of your research paper **at least TWO weeks before** the deadline for submission. This gives you time to edit your writing.
- Pay attention to features such as grammar, spelling and the general structure of your language. Poor mechanics detract from content.
- Do not expect your supervisor to correct your grammatical errors. That is your responsibility. If you finish a draft well ahead of time, you can ask someone (e.g. a colleague or some other trusted individual) to check your paper for errors.
- Pay attention to referencing style. The School of Education subscribes to the **APA** (American Psychological Association) **Style**. Consult a

manual for conventions for in-text citations and compilation of a list of references.

8. PLAGIARISM

Plagiarism is a serious offence and may result in disqualification from the course. (*Please see also University Examinations Regulations 97 and 103.*)

Failure to acknowledge your sources or imprecise documentation can result in invalid research or in plagiarism. Ideas are considered to belong to the person who first documents them; therefore, if you incorporate ideas or phrasing from an author in your work, whether quoted directly or used indirectly, you should be honest about your sources and indicate them fully. If you fail to do this you are guilty of plagiarism.

The University regulations on plagiarism state:

“Plagiarism” means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing;

“Level 1 plagiarism” means plagiarism which does not meet the Definition of Level 2 plagiarism; “Level 2 plagiarism” means plagiarism undertaken with the intention of passing off as original work by the plagiariser work done by another person or persons.

When a student submits for examination work, the student shall sign a statement, in such form as the Campus Registrar may prescribe, that as far as possible the work submitted is free of plagiarism including unattributed quotation or paraphrase of the work of another except where justified. In work submitted for examination where the Examiner is satisfied that Level 1 plagiarism has been committed, he shall levy a penalty for the Level 1 plagiarism charge d in the form of a reduction in the marks which would have otherwise been awarded.

Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner must report it to the Head of Department or the Dean and may at any time provide the Registrar with a copy of that report. Where a Dean or Head of Department receives a report, the Dean or Head of Department, as the case may be, shall where in concurrence with the report’s identification of evidence of Level 2 plagiarism, report the matter to the Campus Registrar. A student found guilty of Level 2 plagiarism may be disqualified from the relevant course, or excluded from all examinations of the University for a specified period or dismissed from the University.

The full UWI Plagiarism Policy may be accessed at
<http://www.cavehill.uwi.edu/mainlibrary/docs/regulations-for-plagiarism.aspx>