

ABSTRACT

Stuff It Took Me Took Much Time to Write

I. M. Happy, Ph.D.

Chairperson: A. Smith, Ph.D.

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Stuff It Took Me Took Much Time to Write

by

I. M. Happy, B.A., M.A., LMnoP

A Dissertation

Approved by the Department of Educational Psychology

Marley W. Watkins, Ph.D., Chairperson

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of
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ACKNOWLEDGMENTS

Thank you notes . . .

DEDICATION

A Dedication,

Is Optional

CHAPTER ONE

Introduction

Drafting an introduction may feel like a daunting task. The writer must engage the audience in his or her research, provide the necessary background information about the topic, and set the stage for the study itself. How is this accomplished? First and foremost, there is no one formula. Consider the following: As under- graduates prepare to apply to graduate school they often ask faculty, “What makes a successful application?” The applicants invariably think in a formulaic fashion, believing that a secret formula exists - something akin to four parts research, two parts practical experience, GREs over a cutoff score, and an undergraduate GPA of at least 3.5. They believe that adherence to the recipe will fashion the ideal candidate. Sorry, there is no rigid formula. In fact, whereas the ingredients of the formula are indeed important to the evaluation process, different schools look differently at the varying credentials. (Kendall, Silk, & Chu, 2000, p. 41)

Here, I introduce why I did what I did.

Figure 1.1 helps to explain what happens if you mix math and children.

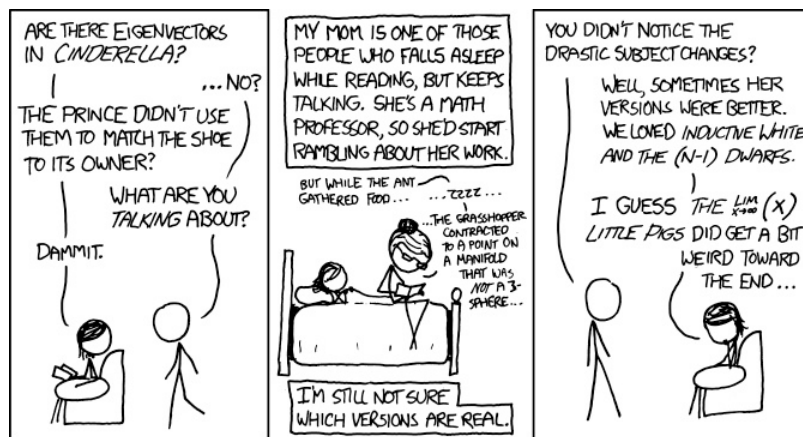


Figure 1.1. A funny caption used to lighten the mood while writing a dissertation.

Method

Participants

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Sample size determination. You will likely learn much by looking at some well written sources on power and sample size (e.g., Aguinis, Beaty, Boik, & Pierce, 2005; Hedges & Rhoads, 2010; Kelley, Maxwell, & Rausch, 2003; Kraemer, Mintz, Noda, Tinklenberg, & Yesavage, 2006; Muthén & Muthén, 2002). Beaujean (2014) provides a demonstration of sample size determination using **R**.

Measures

Make sure you have selected instruments that are appropriate for your research questions and sample (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999; Hunsley & Mash, 2011).

Research Design

There are many publications written on how to conduct strong research (e.g., Murnane & Willett, 2011; Odom et al., 2005; Shadish, Cook, & Campbell, 2002;

Smith, 2012; Stuart & Rubin, 2007; West, Biesanz, & Pitts, 2000). You would wise to consult them before writing your proposal.

Interventions. Describe the interventions, if one was used in your study.

Procedure

Results

Make sure you have consulted Cooper (2011) and American Psychological Association (2010) before writing this section. You will likely find Nicol and Pexman (2010a) helpful as well.

Participants

Recruitment.

Attrition.

Table 2.1 contains the description of the sample.

Table 2.1. Demographic Characteristics of Participants (N=431).

Characteristic	<i>n</i>	%
Age at time of survey (years)		
20-29	244	24
30-29	5324	52
40-29	132	13
50-29	112	11
Highest education level completed (years)		
High school ^a	245	24
Undergraduate school	441	43
Graduate school	133	13
Professional school	203	20

Note. Totals of percentages are not 100 for every characteristic because of rounding. Table adapted from Nicol and Pexman (2010b, p. 16).

^a This includes one respondent who did not complete high school.

Statistics and Data Analysis

Missing Data.

If you had missing data, and used a default method in SPSS for handling the missing data, you likely did something wrong (Enders, 2011; Peugh & Enders, 2004; Wilkinson & American Psychological Association Science Directorate Task Force on Statistical Inference, 1999).

Statistical Software.

The syntax you used to complete your analysis should be given in an appendix. It should be sufficient for an independent scholar to replicate your results exactly, if he or she had your data. This syntax can be placed in an appendix (e.g., Appendix C)

Table 2.2. Model Fit Results for Body Mass Index.

Model	χ^2	df	SRMR	RMSEA	a^2	c^2	e^2	d^2
ACE	< 0.00 ^a	3	0.00	0.00	0.52	0.34	0.14	–
AE	321.46	4	0.09	0.13	0.83	–	0.13	–
CE	1329.95	4	0.07	0.26	–	0.72	0.28	–
E	8761.45	5	0.42	0.59	–	–	1.00	–
ADE	321.46	3	0.09	0.14	0.83	–	0.13	0.00 ^b

Note. Data taken from Neale and Maes (1992). SRMR: standardized root mean square error RMSEA: root mean square error of approximation.

^a $\chi^2 = 0.0000020436$. ^b d parameter had to be constrained to be ≥ 0 .

CHAPTER THREE

Manuscript Two

Abstract

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Background

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Method

Participants

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Sample size determination. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut purus elit, vestibulum ut, placerat ac, adipiscing vitae, felis. Curabitur dictum gravida mauris. Nam arcu libero, nonummy eget, consectetur id, vulputate a, magna. Donec vehicula augue eu neque. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Mauris ut leo. Cras viverra metus rhoncus sem. Nulla et lectus vestibulum urna fringilla ultrices. Phasellus eu tellus sit amet tortor gravida placerat. Integer sapien est, iaculis in, pretium quis, viverra ac, nunc. Praesent eget sem vel leo ultrices bibendum. Aenean faucibus. Morbi dolor nulla, malesuada eu, pulvinar at, mollis ac, nulla. Curabitur auctor semper nulla. Donec varius orci eget risus. Duis nibh mi, congue eu, accumsan eleifend, sagittis quis, diam. Duis eget orci sit amet orci dignissim rutrum.

Measures

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Research Design

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Results

3.1 gives an example of using a long table.

Table 3.1: A Long Table Example

Variables	Model	χ^2
A	1	21.85
B	2	9.15
C	3	20.58
D	4	0.22
E	5	0.60
F	6	4.56
G	7	1.08
H	8	0.37
I	9	7.77
J	10	8.96
K	11	5.21
L	12	3.85
M	13	3.34
N	14	6.22
O	15	8.11
P	16	4.24
Q	17	0.11
R	18	3.86
S	19	7.32
T	20	2.75
U	21	6.97
V	22	5.98

(continued)

Variables	Model	χ^2
W	23	10.89
X	24	5.61
Y	25	3.51
Z	26	7.17

Participants

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Statistics and Data Analysis

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Statistical Software. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut purus elit, vestibulum ut, placerat ac, adipiscing vitae, felis. Curabitur dictum gravida mauris. Nam arcu libero, nonummy eget, consectetur id, vulputate a, magna. Donec vehicula augue eu neque. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Mauris ut leo. Cras viverra metus rhoncus sem. Nulla et lectus vestibulum urna fringilla ultrices. Phasellus eu tellus sit amet tortor gravida placerat. Integer sapien est, iaculis in, pretium quis, viverra ac, nunc. Praesent eget sem vel leo ultrices bibendum. Aenean faucibus. Morbi dolor nulla, malesuada eu, pulvinar at, mollis ac, nulla. Curabitur auctor semper nulla. Donec varius orci eget risus. Duis nibh mi, congue eu, accumsan eleifend, sagittis quis, diam. Duis eget orci sit amet orci dignissim rutrum.

CHAPTER FOUR

Conclusion

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CHAPTER FIVE

Discussion

Only needed for traditional dissertation format.

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APPENDICES

APPENDIX A

IRB Approval

APPENDIX B

Instruments

APPENDIX C

R Syntax for Analyses

```
# Descriptive Statistics
uno<-paste("I", "Think", "Baylor")
dos<-paste("is", "the", "best", "university", "evah!")
cat(uno, dos)

# Latent variable model
library(lavaan)
baseline.model <- '
LV1 =~ a*A + b*B + c*C + d*D
'
baseline.fit <- cfa(baseline.model, data=data.dat)
```

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