

MST Capstone Project's Second Reader Information

Thank you for volunteering to serve as a second reader for a MST Capstone Project! We appreciate your time and effort in supporting a graduate student with his/her research project.

As a second reader, it might be helpful for you to know the student's expectations for this project. This document serves that purpose.

Capstone Project Overview

MST students begin an action research project in a class called Elementary School Practicum and Research Seminar (EDU 657). During that time, students completed 100 hours of field work and were to observe their host classroom to try to identify a 'problem' that they thought could be rectified. Students then wrote a formal proposal to begin an action research project to inquire into and impact the problem that was identified.

During their following semester, students continued their inquiry, identified and implemented an intervention plan to try to make a difference with their study's participants. The paper that you are asked to review reports on this inquiry by explaining what was done and what, if any, results were found following the intervention.

Capstone Project Second Reader Information

Students are required to have a second reader review their Capstone Project. As their EDU 698 professor, I have worked with them to edit the first three drafts of this project. At this time, it's important for students to have an outside reader review their work so they can gain valuable insights from someone else to make any necessary changes before their project is declared complete.

As a second reader, you are asked to:

- Read the paper
- Write a short narrative to the student identifying some of the paper's strengths and weaknesses and make any editing suggestions that you think are important to address for the paper's final copy.

When writing your response to the student, it may be helpful for you to have a guideline regarding what to look for in the paper that you will review. Here's a brief outline of what the student was to address in the project and some guiding questions for your review:

1. Abstract
 - a. Do you think that it captures the large picture of what the student's action research project?
 - b. Is it clear and concise?
2. Introduction
 - a. Did the student identify the 'problem' well?

- b. Was there a strong lead-up to the inquiry question?
 - c. Did the Introduction ‘pull you’ in as a reader?
- 3. Methods
 - a. Were the following well described: participants, setting, procedures, data collection, data analysis?
- 4. Findings
 - a. Were the findings easy to understand?
 - b. Were the findings supported with specific examples?
 - c. Were the findings well organized and well reported?
- 5. Discussion
 - a. Were the key findings explained well?
 - b. Was there a connection between the findings and the literature review?
 - c. Were reasonable recommendations made for practice and for future research?

Again, you are asked to simply write a short narrative to the student identifying some strengths and weaknesses of the paper and make any editing suggestions that you think are important to address for the final copy.

Suggested Timeline

Students are preparing to graduate soon. It would be very helpful if you could complete the review within two weeks from receiving it. At that time, please send your comments back to the student through email so editing suggestions can be applied to the paper before the final printing.

Thanks!

Thank you in advance for the time that you will spend reviewing the MST student’s work. We realize that serving as a second reader will be time consuming for you and we appreciate your contribution to the student and to our MST Program.

Sincerely,

Susan Stratton
MST Capstone Instructor
Childhood Education