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Your Name

A Dissertation

Submitted to the

Graduate Faculty

of

George Mason University

in Partial Fulfillment of

The Requirements for the Degree

of

Doctor of Philosophy

Education

Committee:

Chair

Program Director

Date: Season Semester Year  
George Mason University  
Fairfax, VA

Title of Dissertation

A Dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at George Mason University

by

Your Name

Master of Science

Syracuse University, 2010  
Bachelor of Arts  
George Mason University, 1997

Director: Full Name, Professor  
College of Education and Human Development

Season Semester Year  
George Mason University  
Fairfax, VA

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Dedication

This is dedicated to some people I really appreciate and find inspiring.

Acknowledgements

I would like to thank the many friends, relatives, and supporters who have made this happen. Drs. Johnson, Hopper, and the other members of my committee were of invaluable help. Finally, thanks go out to the Fenwick Library for providing a clean, quiet, and well-equipped repository in which to work.

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# List of Abbreviations and/or Symbols

Euro €

International Schools Association ISA

Measuring Usability of Systems in Context MUSiC

Pi Π

National Institute for Measurement NIM

# Abstract

Title of Dissertation

Your Name, Ph.D.

George Mason University, 20XX

Dissertation Director: Dr. Full Name

The abstract of this study should be brief and comprehensive. It should help the reader identify what the study included. It should help readers conducting literature reviews in databases find the dissertation study. This abstract also helps the reader identify the characteristics and features of the study. This abstract describes the problem or phenomenon. The abstract might point to the major theoretical frameworks that were used for the study. The abstract also explains how the problem or phenomenon was investigated using some research methods that were appropriate for the question and purposes of the study. The abstract might also describe the participants or contexts that were included in the study. The abstract should also give a short overview of the results, findings, conclusions or implications.

# Chapter One

We're also here to assist GMU faculty and staff in need of information and/or assistance regarding the preparation and submission of dissertations, theses, and projects.

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## Level Two Heading for Section One

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This is a Level Four Heading. This is all of the info I’m typing here. More info here. The reader should note that a level four heading is bold, indented and ends with a period since the text starts in the same line.

This is a Level Five Heading. This is all of the info I’m including here. The reader should note that a level five heading is bold and italics, indented and ends with a period since the text starts in the same line.

## Section Two

Past studies examined the relationship between academic achievement and homework using variables such as the amount of homework assigned, time spent on homework, and the amount of homework actually completed (Cooper et al., 1998; Trautwein et al., 2002; Zimmerman & Kitsantas, 2005). Generally, research using these variables remained inconclusive because most studies found that homework is not related with academic achievement in elementary school. However, for the high school student population, some studies did show positive correlations between homework and achievement (Cooper, 2009). For example, Cooper et al. (1998) found that the most potent factor affecting achievement was the amount of homework the student actually completed as opposed to the amount of homework that was assigned. Although this pattern was consistent across most students, the proportion of homework completed was found to especially impact the academic achievement of upper elementary and high school students as opposed to younger elementary school students.

**Table 1**

Table of Important Information about Teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher | # Years Teaching | Subject Taught | | Grade Level |
| A | 10 | | Spanish | High School |
| B | 12 | | English | High School |
| C | 11 | | Mathematics | High School |
| D | 10 | | Biology | High School |
| E | 13 | | History | Middle School |
| F | 12 | | Mathematics | Middle School |
| G | 11 | | English | Middle School |
| H | 12 | | History | Middle School |

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TBTDI

PER

Math

Literacy

TBFA

MA S-E

ES

TBSO

Note: ES = environmental structuring; MA S-E = mathematics self-efficacy; PER = perseverance; TBFA = teacher behavior formative instruction; TBSO = teacher behavior student orientation; TBTDI = teacher behavior teacher directive instruction.

**Figure 1.**

Figure with the caption below as required by the university.

While APA 7th requires figure captions to go above the figure, the Mason University Thesis and Dissertation Service requires figure captions to go below the the figure. Please follow UTDS guidance.

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# Chapter Two

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**Figure 2.**

Ajax, a bull.

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# Appendix A

Appendix Title Here

# Appendix B

Appendix Title Here

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Biography

Your Name received her Bachelor of Arts from George Mason University in 1999. She was employed as a teacher in Fairfax County and received her Master of Arts in English from George Mason University in 2005.