

EDLD9631: Research Seminar I

Georgia Southern University | College of Education | Department of Leadership, Technology, and Human Development



Dr. Steven Tolman (Associate Professor)

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OFFICE HOURS

Schedule an appointment by going to <https://stevetolman.youcanbook.me>

Schedule a meeting (in-person, phone, or Skype)

- Mondays: 10:00am – 10:00pm
- Tuesdays: 8:30pm – 10:00pm
- Wednesdays: 10:00am – 10:00pm
- Thursdays: 10:00am – 10:00pm
- Saturdays: 8:30pm – 10:00pm
- Sundays: 8:30pm – 10:00pm

ABOUT DR. TOLMAN

Learn more



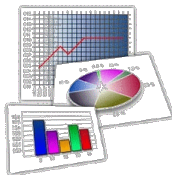
tinyurl.com/Tolman-EDLD

Dr. Tolman’s CV



tinyurl.com/Tolman-cv

Research Agenda



tinyurl.com/Tolman-research

GCPA Journal



tinyurl.com/gcpajournal

EDLD9631 – RESEARCH SEMINAR I (COURSE DESCRIPTION)

The first in a four-course series designed to assist doctoral students in becoming consumers as well as creators of academic research, this course provides students with an introduction to the dissertation process, intensive academic writing, and scholarly practitioner research based on the guiding principles of the Carnegie Project on the Education Doctorate.

COURSE PURPOSE

The purpose of this course is to introduce students to the concepts and strategies needed to be scholarly-practitioners who can effectively and meaningfully conduct research focused on problems-of-practice. This is the first of four courses in the Research Seminar Series. The Research Seminar Series focuses on:

Research Seminar 1: Introduction to Dissertation

Research Seminar 2: Literature Review & Theoretical Framework

Research Seminar 3: Quantitative vs. Qualitative Methods & Research Questions

Research Seminar 4: Preparing for Dissertation: Next up is your Pre-Prospectus

COURSE LEARNING OUTCOMES/GOALS

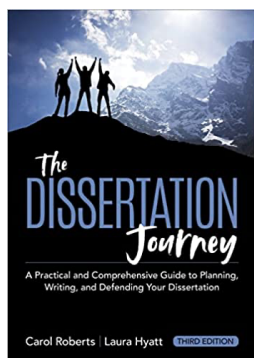
- Students will identify and summarize the COGS, COE, and EDLD Ed.D. Policies related to being a doctoral student and conducting their dissertation
- Students will define and explain the components for each of the five chapters in a dissertation manuscript
- Students will analyze and evaluate the scholarly work of others and apply it to their doctoral studies
- Students will differentiate between a Theoretical and Conceptual Framework
- Students will describe what it means to be a scholarly-practitioner and will define a problem-of-practice
- Students will explore potential dissertation topics for their research
- Students will identify the requirements of APA 7th edition and apply them to their scholarly writing
- Students will compare and contrast approaches to conducting literature reviews and developing systematic organization of their literature
- Students will explore strategies to effectively, efficiently, and meaningfully conduct their dissertation

EDUCATIONAL LEADERSHIP ED.D. PROGRAM – STUDENT LEARNING OUTCOMES (SLO)

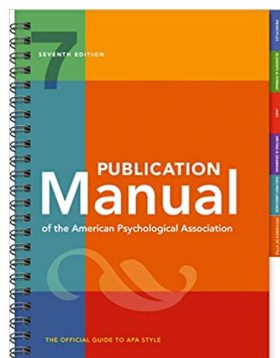
- S.L.O. #1:** ***Knowledge and Skills.** Candidates in the Educational Leadership Ed.D. program will identify appropriate professional knowledge and skills of an educational leader.*
- S.L.O. #2:** ***Student Learning.** Candidates in the Educational Leadership Ed.D. Program will demonstrate leadership decision-making skills in educational settings by analyzing problems of practice and implementing appropriate leadership strategies to develop meaningful solutions that impact student learning.*
- S.L.O. #3:** ***Professional Competence.** Candidates in the program will demonstrate and apply practical and interpersonal leadership competence. This will be achieved through experiential opportunities regarding: The capacity to make and act upon ethical judgments in intercultural contexts; the motivation to engage in self-reflection in their academic, professional, and personal lives; and, the ability to achieve organizational goals through socially responsible leadership.*
- S.L.O. #4:** ***Theory and Problems of Practice.** Candidates in the Educational Leadership Ed.D. program will synthesize a professional knowledge base that integrates both practical and research experiences to link theory with solutions to problems of practice.*

COURSE TEXTBOOKS

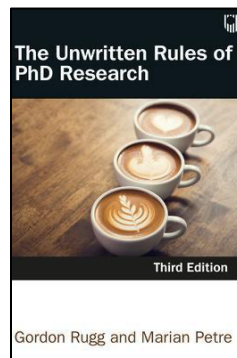
REQUIRED TEXT



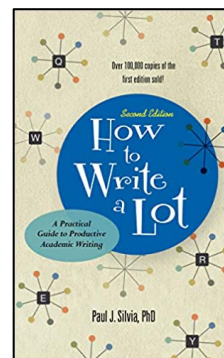
REQUIRED TEXT



SUGGESTED TEXT



SUGGESTED TEXT



REQUIRED	Roberts, C., & Hyatt, L. (2018). <i>The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation</i> (3 rd Edition). Corwin Publishing.
REQUIRED	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> (7 th ed.). APA.
SUGGESTED	Rugg, G., & Petre, M. (2020). <i>The Unwritten Rules of PHD Research</i> (3 rd Edition). Open University Press.
SUGGESTED	Ru (2018). <i>How to Write a Lot: A Practical Guide to Productive Academic Writing</i> (2 nd Edition). APA LifeTools.

COURSE GRADING

GRADING

Getting Started.....	2
Discussion Posts.....	25
Conversation with Dissertation Student.....	10
Conversation with Faculty Member.....	10
APA Quiz.....	10
Dissertation Topic Matrix.....	8
Literature Review Matrix.....	15
Dissertation Critique/Analysis.....	20
Total Points.....	100

FINAL COURSE GRADE

A = 91 – 100

B = 81 – 90

C = 71 – 80

D = 60 – 70

*Note that Graduate Programs at Georgia Southern do not use +/- within their grading scale

** Note that this is a hybrid course that requires four Zoom meetings (see course schedule). For extenuating circumstances, students will be permitted to miss one meeting with no penalty. Beyond that one excused missed class meeting, students will receive a 10% course grade reduction for each additional missed class meeting.

COURSE ASSIGNMENTS/PROJECTS

Getting Started!

- Explore our Folio site and watch the video tutorial on the main page
- Review the syllabus and make sure you've ordered your required textbooks
- Complete the 'Getting Started!' Quiz in Folio
- Complete the 'Attendance Verification Quiz' from the Registrar's Office
- Submit video introduction in Folio by the first Wednesday of class
- Email Dr. Tolman with any initial questions/concerns you have about the course

Dissertation Topic Matrix

For this assignment, you will utilize the Useem (1997) article that identifies five perspectives doctoral students should consider when choosing a dissertation topic. These are 1) Tractability, 2) Resonance with Organizational Culture, 3) Learning New Methodology, 4) Contribution to Knowledge, and 5) Job Search. In Folio, you will find the 'Dissertation Topic Matrix' that lists these five criteria. You are to identify five potential dissertation topics and examine/reflect upon each of these topics across these five criteria outlined by Useem (1997). The 'Dissertation Topic Matrix' has five rows to add your potential dissertation topics. From there, for each of your dissertation topics, you will write a few sentences that describe how that topic fulfills the respective criterion.

Literature Review Matrix

You will ultimately complete the matrix below (annotated bibliography) on seven research articles that will inform your dissertation. You will begin by finding a timely and scholarly research article on your dissertation topic (published within the last three years). This article will become your PRIMARY article for this assignment. Within the Reference list of this PRIMARY article, you will identify three research articles that apply to your dissertation topic. You will obtain those articles, which will become your SECONDARY articles for this assignment. Within the Reference List for each of these three SECONDARY articles, you will identify one research article that applies to your dissertation topic. You will then obtain those articles, which will become your TERTIARY articles for this assignment. That will give you seven journal articles to complete in the matrix below. You will need to hyperlink each article. To do so, you will need to create a folder in your Google Drive to store your articles. [Watch this video for instructions](#) on how to hyperlink. The 'Literature Review Matrix' template will be available in Folio.

APA Quiz

This will be an open-book quiz on the writing style utilizing APA 7th edition. You can only take this quiz once, and Folio will let you know which answers you got incorrect.

Conversation with Dissertation Student

For this conversation, you will identify someone in the doctoral program's dissertation stage OR who has completed their dissertation within the last five years. The purpose of this conversation is for you to learn from their experience with their dissertation, words of wisdom they have to share, and any other questions you want to know or talk about. You should consider the following as a starting point for this conversation, but ask any questions you want! Consider asking:

- What was your experience with your dissertation, and what was the timeline for each step?
- What was your relationship like with your Dissertation Chair? Your other committee members?
- How did you choose your dissertation topic and methodology (quant, qual, or mixed methods)?
- What did you wish you knew before you began your dissertation?
- What worked well for you as you worked on your dissertation?
- What would you do differently if you had to start it over again?

As you reflect on this conversation, you will record a "video blog" of this experience and your takeaways. You will upload your video to YouTube and embed it into the respective Discussion Post in Folio. Know that your fellow classmates will be able to see this post. In the post, you should share who you spoke with and provide a quick bio of them. That said, you should let the individual know that you will be doing a discussion post based on your conversation that will be shared with your classmates.

Conversation with Faculty Member

For this conversation, you will identify a full-time faculty member in higher education (any discipline is fine!). The purpose of this conversation is for you to learn from their experience with their dissertation, their perspective on being a researcher and conducting research, words of wisdom they can share, and any other questions you want to know or discuss. You should consider the following as a starting point for this conversation, but ask any questions you want! Consider asking:

- How did you move into a faculty role? What was your career path to get there? What advice would you give doctoral students wanting to become faculty members?
- What do you enjoy about conducting research? What do you find challenging?
- What was your experience like with your dissertation?
- How did you decide upon your dissertation topic and methodology (quantitative, qualitative, or mixed methods)?
- What did you wish you knew before you began your dissertation?
- What words of wisdom do you have to share for a student about to begin their dissertation?

As you reflect on this conversation, you will record a “video blog” of this experience and your takeaways. You will upload your video to YouTube and embed it into the respective Discussion Post in Folio. Know that your fellow classmates will be able to see this post. In the post, you should share who you spoke with and provide a quick bio of them.

Discussion Posts

Over the course of the semester, there will be six weekly discussions/reflections for the respective week’s topic (usually requiring a two-paragraph response or a video blog). It will typically be on the respective textbook chapter for that week, as the Roberts and Hyatt (2018) text anchors our course. The instructions/requirements for each discussion post will be detailed in the respective discussion post in Folio. Unless otherwise noted in the instructions, discussion posts are due by Sunday night at 11:59pm by the end of that respective week’s module. You are expected to read/watch your classmates' posts and engage in scholarly dialogue by replying as you see fit.

I recognize that “Life happens” when posting to discussion threads. Sometimes, you may forget, and other times, you may have work conflicts or family matters that take you away from the computer during that time. To that end, please know there will be six discussion posts, and only the highest grade from five posts will count towards your final grade. In other words, you’re able to miss one post without penalty. Subsequently, please know there will not be opportunities to submit discussion posts late.

Dissertation Critique & Analysis

This assignment will help you to learn how to find, cite, analyze, and summarize a dissertation research study. In doing so, you will become familiar with the general format of a five-chapter dissertation and the organization/flow of the manuscript. For this assignment, you will begin by searching for and accessing a dissertation on an Educational Leadership topic completed/published within the last five years. Ideally, you will find a completed/published dissertation on a topic that relates to your desired dissertation topic area. Once you have obtained this completed/published dissertation, you will complete the ‘APA Research Article’ template available in Folio.

TECHNOLOGY RESOURCES

This will be a fully online course. While the professor will do all they can to assist, it will ultimately be your responsibility to ensure you can use the technology needed for the course. Georgia Southern’s *MyTechSupport* will be a great resource for you: <http://its.georgiasouthern.edu/about/contact/>

COURSE POLICIES

ATTENDANCE POLICY (HYBRID COURSE)

This is a hybrid course within the Ed.D. Program that requires four Zoom meetings on Saturday mornings/afternoons (see course schedule for dates/times). The EDLD Program and Faculty require students to attend all four Zoom meetings, except when extenuating circumstances would prevent a student from participating in one of these class sessions. For an extenuating circumstance, students will be permitted to miss one Zoom meeting with no penalty but will need to complete an additional assignment that will supplement/parallel what was covered in class for that day.

Beyond one excused missed Saturday class meeting, students will receive a 10% course grade reduction for each additional missed Saturday class meeting not attended via Zoom (i.e., letter grade for the course will go down by one full grade for missing a second class, will go down by two letter grades for missing a third class, and will go down by three letter grades for missing the fourth class). When a student misses a Saturday class meeting, they will be responsible for communicating with a classmate to learn what was covered that day. Students should let their faculty members know in advance when they will need to miss a Zoom meeting date so the faculty member can plan ahead for that day's class activities and coordinate with the student to complete the alternate assignment. Having this conversation as far in advance as possible will allow the faculty member to plan for your absence on that day(s) and see if there are any additional ways to incorporate you into the classroom learning/activities.

Deadlines for Assignments

You are responsible for meeting all deadlines for every learning module and course assignment. Assignments will be given due dates. Barring serious extenuating circumstances, assignments not turned in by the due dates/times will be considered late and will have a 10% reduction each day after the deadline. This policy does not apply to discussion posts, as they will not be accepted after their respective due date/time.

Student email

Georgia Southern University created an email account for you when you registered for classes. Your GSU email is your "official" email for the university, the department, and this course.

Class modifications

Check the entry page of Folio for notices concerning changes/modifications to class made by your instructor. I will inform you of any changes via email. If there is a need to adjust the schedule, I will provide written notification of the change with a rationale for the change.

Ethics and Professional Behavior

Students are expected to behave in an ethical manner at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of 'F' for that activity or the class, dialogue with administrators, and/or dismissal from the College. In the completion of coursework, I expect students to:

- 1) Collaborate with colleagues in a professional manner
- 2) Follow directions, complete all portions of assignments, and write with clarity
- 3) Demonstrate the ability to analyze and synthesize material
- 4) Cite carefully and appropriately from the body of professional literature
- 5) Submit products that reveal pride in one's work and attention to detail

Many of the Learning Modules we do in this course have a discussion component. This is an area where the whole class (or sometimes groups of class members) is given a topic or some questions to "discuss" with each other. The discussion tool is a public forum. We will use the discussion tool (a lot) to have class discussions throughout the course. Be careful what you say to someone on the discussion tool because everyone in the class will see it, and it cannot be retracted! Please abide by netiquette when talking to your classmates. Be respectful with what you say - as you know, tone and intent are often difficult to determine in an electronic environment!

Course concerns

If you have any concerns about any of the assignments or your performance, please contact me via campus email (stolman@georgiasouthern.edu). Early questions result in better learning (for students and instructors).

UNIVERSITY POLICIES

Academic Dishonesty

Students at Georgia Southern University are an essential part of the academic community and enjoy substantial freedom within the framework of the institution's educational objectives. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity essential to each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All community members contribute actively to building a strong reputation for academic excellence and integrity at Georgia Southern University. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912-486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators, or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A student accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level, and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

Student Accessibility Resource Center:

Georgia Southern University is committed to providing an equal educational opportunity to qualified students with disabilities. The Student Accessibility Resource Center (SARC) is the primary resource of student services. Any student who has a documented disability or is in need of academic accommodations should notify the SARC office so that special accommodations may be made. Accommodations are individualized and in accordance with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. For more information, visit the web at <http://students.georgiasouthern.edu/sdrc/> or call 912-478-1566 (Statesboro) or 912-344-2572 (Savannah).

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a culture of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibility for sustaining a caring culture and nurturing growth and fulfillment in one another and our larger communities. We insist on a culture of civility united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within a rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each community member to carry out responsibly their duties to preserve the integrity, quality, and decency of our environment and discourse.

Everyone must engage in certain specific behaviors to accomplish the above-mentioned expectations and responsibilities. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent, and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from faculty members.

Research Seminar I – Tentative Schedule

Week 1 8/13 – 8/17 (Zoom on 8/16)	<u>Nuts and Bolts – Getting Started!</u> Pemberton (2012) Aiken & Gerstl-Pepin (2013) Noonan (2015)	‘Getting Started Quiz’ is due by 8/17 at 11:59pm
Week 2 8/18 – 8/24	<u>Part I: Quests and Questions</u> Chapter 1: Do You Have What It Takes? Chapter 2: What Exactly is a Dissertation? Chapter 3: What are the Ethical Considerations? Offerman (2012) Hawkes & Yerrabati (2018) Riebschleger (2001)	Discussion Post #1 is due by 8/24 at 11:59pm.
Weeks 3-4 8/25 – 9/7	<u>Part II: Beginning the Climb</u> Chapter 4: Choosing a Dissertation Topic Chapter 5: Creating your Dissertation Team Chapter 6: Organizing Yourself Chapter 7: Mastering the Academic Style Useem (1997) Sékol (2014) Scott & Nerad (2012)	‘Dissertation Topic Matrix’ is due by 9/7 at 11:59pm. Discussion Post #2 is due by 9/7 at 11:59pm
Week 5 9/8 – 9/14 (Zoom on 9/13)	<u>Problem of Practice & Dissertation Committees</u> Ma et al. (2018) Hochbein & Perry (2013) Belzer & Ryan (2013)	Reflection Video (‘Conversation with Dissertation Student’) is due by 9/14 at 11:59pm.
Weeks 6-7 9/15 – 9/28	<u>Part III: Climbing to Base Camp</u> Chapter 8: Writing the Introduction Chapter 9: Reviewing the Literature Chapter 10: Selecting and Describing the Methodology Chapter 11: The Proposal Meeting Randolph (2018) Queirós et al (2017)	‘Literature Review Matrix’ is due by 9/28 at 11:59pm. Discussion Post #3 is due by 9/28 at 11:59pm.
Week 8 9/29 – 10/5	<u>APA 7th Edition</u>	‘APA Quiz’ is due by 10/5 at 11:59pm
Week 9 10/6 – 10/12 (Zoom on 10/11)	<u>Literature Review & Theoretical Framework</u> Adom et al (2018) Lederman & Lederman (2015) McAlpine (2012) Boote & Beily (2005)	
Week 10 10/13 – 10/19	<u>Part IV: Final Preparations for the Peak</u> Chapter 12: Analyzing & Presenting the Findings Chapter 13: Conclusions & recommendations	Discussion Post #4 is due by 10/19 at 11:59pm
Weeks 11-12 10/20 – 11/2	<u>Part IV: Final Preparations</u> Chapter 14: The final defense Chapter 15: The next peak Georgia Southern (2022) Chen (2011)	Dissertation Critique/Analysis is due by 11/2 at 11:59pm Discussion Post #5 is due by 11/2 at 11:59pm
Week 13 11/3 – 11/9 (Zoom on 11/8)	<u>Moving Forward!</u> Research Article (TBA)	
Weeks 14-16 11/10 – 12/4	<u>All But Dissertation (ABD) & Wrapping it Up</u> Freeman (2020) Gaffner et al. (2015) Hanson, et al. (2022) Kelley & Salisbury-Glennon (2016)	Reflection Video (‘Conversation with Faculty Member’) is due by 12/4 at 11:59pm. Discussion Post #6 is due by 12/4 at 11:59pm