

California State University, San Bernardino
Doctor of Education in Educational Leadership Program
College of Education
EDUC 790
Course Syllabus

Course: EDUC 790: Doctoral Research Seminar

Instructors:

Office & Office Hours:

Office Contact for:

Office Contact for:

Time/days/location:

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The reflective educator:

- ❖ Possesses rich subject matter knowledge.
- ❖ Uses sound pedagogical judgment.
- ❖ Has practical knowledge of context and culture.
- ❖ Acknowledges the relativism associated with variations in the values and priorities of both their peers and their students.
- ❖ Is comfortable with the uncertainty of the outcomes of instructional decisions.

(College of Education *Conceptual Framework*, 2000)

Course: EDUC 790: Doctoral Research Seminar, (5 one unit seminars)

Overview: These 1 unit seminars are designed as general seminars for all doctoral students in the Ed.D. Program. Accordingly the seminars do not focus on a specific content area but instead are designed to provide students with an overview of the requirements for completing a doctoral dissertation, and a forum for discussing dissertation-related concerns and issues with other students. In particular, the seminar emphasizes the development of the conceptual and research skills necessary for the completion of the doctoral dissertation, including the formulation of the dissertation proposal (selection of an area and topic, formulation of appropriate research questions/hypotheses, rationales etc.), the development of the skills necessary for identifying and critically evaluating published research relevant to the chosen dissertation topic, as well as an appropriate research methodology for empirically evaluating the hypotheses proposed. Ethical issues in the conduct of research and in the preparation of a written dissertation proposal are also discussed.

Throughout the seminars, exercises and assignments are geared towards helping you, the students, to begin: (1) identifying your own area of research; (2) to critically evaluate

relevant empirical research; (3) to develop a workable research question and set of hypotheses; and (4) to select appropriate methodological approaches relevant to the questions/hypotheses generated.

Each seminar requires 10 hours of instructional time. The seminars will meet for two and a half hours the 2nd, 4th, 6th, and 8th week of each quarter in which they are offered.

Three textbooks provide background to the sessions as well as a series of supplementary articles and books. The textbooks are:

Cone, J. D. & Foster, S. L. (2006). *Dissertations and theses from start to Finish: Psychology and related fields*, (2nd. ed.). Washington, D.C.: American Psychological Association.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning Dissertations and grant proposals*, (5th. ed.). Thousand Oaks, CA: Sage Publications, Inc.

Ruderstam, K. E., & Newton, R. R. (2001). *Surviving your dissertation* (2nd. ed.). Thousand Oaks, CA. Sage Publications Inc.

The grades assigned to each 1 unit seminar will be pass/fail. To receive a “pass” for the seminar the requirements are:

1. Attendance and participation
2. Successful completion of exercises/assignments associated with each session.

Doctoral Research Seminar 1

Seminar 1, Session 1: Introduction to the seminars. Why do a dissertation? Are you ready?

Readings: (1) Cone & Foster (2006)*, *Dissertations and theses from start to finish: Psychology and related fields* (2nd. ed.). Washington D. C.: American Psychological Association, Ch. 1, 2. (2) CSUSB Dissertation Guide. (3) Senate Bill 724 - description of the dissertation; (4) Shulman, L. S., Golde, C. M., Bueschel, A. C., Garabedian, K. J. (2006). Reclaiming education’s doctorates: A critique and a proposal. *Educational Researcher*, 35, 25-32.

Exercise: Identify a primary and a secondary area of interest.

Seminar 1, Session 2: Selecting a research area or topic.

Readings: (1) Cone & Foster (2006), Ch. 4, pp. 63-73.. (2) Webb, W.B., (1961). The choice of the problem. *American Psychologist*, 10, 5-12, 33. (3) Ruderstam & Newton (2001), Ch. 2.

Exercise: Locate 2-3 articles that address your area of interest and that you consider important for the area. What are two or three criteria that you use in making this selection?

Seminar 1, Session 3: Reviewing relevant literature, identifying seminal articles and research traditions.

(1) Cooper, H. M. (1998). *Synthesizing research: A guide for literature reviews* (3rd ed.). Thousand Oaks, CA: Sage Publications Inc. (2) Boothe, D. N., Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34, 3-15.

Seminar 1, session 4: Tools for locating and using reports of studies. *Social Science Citation Index (SSCI)* – an under-utilized tool.

Readings: (1) Cone & Foster 2006), Ch. 6. (2) Smith & Glass (1987). Exercise: Using SSCI and your “seminal article” does a research tradition begin to emerge. Explain how you have made this determination.

Doctoral Research Seminar 2

Seminar 2, session 1: SSCI as a research and problem finding tool. (On-line work under the direction of the seminar leader and the librarian). In-depth introduction to current edition of SSCI.

Seminar 2: Session 2: Integrative reviews - Another way to conceptualize the literature review.

Readings: (1) Jackson, G. B. (1980). Methods for integrative reviews, *Review of Educational Research*, 50, 435-460; (2) Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. *Review of Educational Research*, 52, 291-302. Exercise: Use Cooper’s guidelines to evaluate an integrative review in your area of interest. Did your selected review meet any/all of the criteria. What was the most difficult criterion for you to apply?

Seminar 2, Session 3. Continued work on developing a literature review.

Readings: (1) Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile’s “Scholars before researchers”. *Educational Researcher*, 35, 28-31; (2) Boone, D. M., & Beile, P. (2006). On “literature reviews of, and for, educational research”: A response to the critique by Joseph Maxwell, *Educational Researcher*, 35, 32-35.

Exercise: develop an initial outline of your proposed literature review. This review, when developed, will become the basis for your qualifying examination.

Seminar 2, Session 4: Who is on your Team? Selection of a Chair and a Committee.

Readings: (1) Cone & Foster (2006), Ch. 4, (2) Locke, Spirduso, W. W., & Silverman, S. J. (2007), Ch. 3.

Exercise: Faculty research interests. Some doctoral faculty will joint the session.

Doctoral Research Seminar 3

Seminar 3, Session 1: Share feedback on literature review and qualifying exam.

Exercise: receive feedback from peers on reviews.

Seminar 3, Session 2: Ethics and the Research Process:

Readings: (1) Locke, L. F., Spirduso, W. W., & Silverman, S. J. Ch. 2;

(2) Cone & Foster, ch. 7. (3) Hostetler, K. (2005). What is “good” educational research? *Educational Researcher*, 34, 16-21

Exercise: begin work with your committee on refining your literature review and developing your dissertation proposal.

Seminar 3, Session 3: The research proposal: Formulating research

questions and hypotheses. How to develop the proposal employing quantitative methods;

Seminar 3, Session 4: Continuation of the work on using quantitative methods.

Readings: (1) Cone & Foster, ch. 5; (2) Locke, Spirduso, & Silverman, ch. 3, 4; (3)

Rudestam and Newton (2001) (4th ed.), Ch. 3. (4) Kerlinger, D. R., (2000) *Foundations of Behavioral Research*. New York: Harcourt Brace.

Exercise: Develop three questions relative to your area and transform them into the language of hypotheses. Review three proposal tables of contents using quantitative methods.

Doctoral Research Seminar 4

Seminar 4, Session 1 The research proposal: Preparing the proposal for qualitative research.

Seminar 4, Session 2: The research proposal: Preparing the proposal for qualitative research.

Readings: (1) Locke, L. F., Spirduso, W. W., & Silverman, S. J. Ch. 5.

(2) Maxwell, J. D. (2005). *Qualitative research design: An interactive approach* (3rd ed.) *Sage Applied Research Methods Series, Volume 41*. Thousand Oaks, CA: Sage Publications Inc. (3) Rudestam & Newton (2001), Ch. 3.

Exercises: Share problem statements/questions and receive feedback. Review three proposal tables of contents using qualitative methods. How are these tables “like” those reviewed for quantitative methods and how are they “different” from those tables.

Seminar 4, Session 3: There’s a “method to our madness”: Mixed methods as methodology.

Readings: (1) Thomas, R. M. (2003). *Blending qualitative and quantitative methods in theses and dissertations*. Thousand Oaks, CA: Sage Publications Inc. (2) Yin, R. K.

(2002). *Case study research: Design and methods* (3rd ed.), Sage Applied Social Science research methods, Vol. 5). Thousand Oaks, CA: Sage Publications Inc.

Exercise: Matching methodologies with problem statements.

Seminar 4, Session 4: Alternative epistemologies and next generation methods.
Readings: Heck, R. H., & Hallinger, P. (1999). Next generation methods for the study of educational administration and school improvement, in Murphy, J. & Louis, K. S. (Eds.), *Handbook of Research on Educational Administration* (A project of A.E.R.A). San Francisco: Jossey-Bass. (2) Pallas, A. (2001). Preparing doctoral students for epistemological diversity. *Educational Researcher*, 30, 6-11.

Doctoral Research Seminar 5

Seminar 5, Session 1 Writing the Dissertation

Seminar 5. Session 2: Writing the Dissertation.

Readings: (1) Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007) (2nd. Ed.). Ch. 6; (2) Rudestam & Newton (2001), (2nd. Ed.). Ch. 6. Review of APA Style. Participation of the Dean of Graduate Studies addressing the issue of the “professional document”.

Seminar 5, Session 3: Presenting the results of your study.

Readings (1) Rudestam & Newton (2001) Ch. 6, 7. (2) Cone & Foster, (2006), Ch. 11, 12, 13. 14.

Seminar 5, Session 4: The oral presentation and beyond.

Brief presentations by all participants.