

## CIEP 520-001: Doctoral Seminar

Spring 2016

Course Time: F 5:00 - 8:00 PM

Dates: January 22, February 12, March 18, April 22

Location: CLC 304

Instructor: David Ensminger, Ph.D. Phone: 312-915-7527  
Office: Lewis Towers, Room 1136 Email: densmin@luc.edu  
Office Hours: By appointment (both in person and video)

### Text:

Creswell, J., W., (2009). *Research Design: Qualitative, Quantitative, and Mixed Approaches*. 3<sup>rd</sup>.ed. Thousand Oaks, CA: Sage Publication ISBN: 1412965578.

**Additional readings:** (The articles listed below are located on citation list in Resources section of Sakai, click title in citation list to hyper link to Loyola Library data base to retrieve article)

Loyola University Chicago School of Education [EdD Directions for Student-Managed Submission of Dissertations](#) located on the SOE Forms web page for additional information regarding the dissertation process. <http://www.luc.edu/education/resources/forms/>

Boote, D., N., & Beile, P., (2005). Scholars before researchers: On the centrality of the dissertation literature, review in research preparation. *Educational Researcher*, 34, (6) 3-15. doi:10.3102/0013189X034006003

Maxwell, J., A., (2006). Literature Reviews of, and for, Educational Research: A Commentary on Boote and Beile's "Scholars before Researchers" *Educational Researcher*, 35, (9) 28-31.

Hostetler, K., (2005) What is "good" education research? *Educational Researcher*, 34, (6) 16-21. doi:10.3102/0013189X034006016

Kadriye E., & Wolff-Michael R., (2006). What good is polarizing research into qualitative and quantitative? *Educational Researcher*, 35, (5) 14-23. doi:10.3102/0013189X035005014

Pallas, A., M., (2001) Preparing education doctoral students for epistemological diversity. *Educational Researcher*, 30, (5) 6-11. doi:10.3102/0013189X030005006

Chapter 1 Introduction: The literature review process getting started. In L., A., Machi, B., T., McEvoy, (2009). *The literature review*. Thousand Oaks, CA: Corwin Press ISBN:9781452240886.

### Highly recommended books

*Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615

Machi, L. A. & McEvoy, B. T. (2013). *The literature review*. Thousand Oaks, CA: Corwin Press. ISBN:9781452240886 (This book will be used in CIEP 520-002)

### School of Education Conceptual Framework: **Social Action through Education**

While educational research aims to further the scholarly understanding of the events, practices, and variables that influence the field of education, research can also provide a means to increase social justice. Through the conduction of valid research and the reporting of findings educational researchers can help shape the policy and practice of the profession so that all individuals no matter their ability, race, religion, socio-economic status, age, or gender have the opportunity to reach their full potential as human beings. SOE conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

**Diversity:** A characteristic of research is an awareness of one's own values, beliefs, and biases and their influence on the research processes. We will address issues throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research practices.

## Course Description

This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation. This course is designed to provide students with the knowledge to develop and write a prospectus and to develop the foundational justification for a dissertation study. This is a variable hour course that is delivered in three one-hour sessions across three semesters. Students may only register for one credit hour per semester and can only register for a total of credit hours.

## Goals:

- Discuss the role, responsibilities, and dispositions related to doctoral study
- Develop a degree plan with their advisor including a timeline for course completion
- Discuss the role of the dissertation in the doctoral degree
- Describe and discuss the major research methodologies used in educational research
- Discuss the dissertation prospectus and proposal with emphasis on using the literature review to develop an argumentative case for a dissertation
- Discuss the three major research paradigms
- Analyze and critique the literature review of a dissertation

## Instructional Objectives

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to analyze and critically evaluate ideas, arguments, and points of view
4. Acquiring an interest in learning more by asking questions and seeking answers

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations: <http://luc.edu/idea/>

## Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.
- All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

Candidates are required to have a LiveText account in order to complete benchmark and CF assessments. More information about LiveText can be learned through the following link

<http://www.luc.edu/education/admission/tuition/course-management-fee/>. Dispositions will be assessed through LiveText and associated dispositions rubrics can be found in students live text account under this course section course.

## Assignments:

**Participation (30 points):** Class participation is based on attendance, completing reading assignments prior to class, preparing responses to questions for each reading, bringing questions to class for discussion, meeting timelines of submitting assignments, and contributions to group discussion and small group activities.

- **Meaningful contributions to discussions and activities include insightful comments, relevant examples, thought-provoking questions, and appropriate responses to the comments/questions of others, and providing constructive critical feedback on peers work.**
- **Since we only meet four times, class attendance is mandatory. Missing a class will result in a loss of 5 points from your participation grade. This means 5 points per absence; excessive tardiness (e.g. being over 15 minutes late for class, being tardy on a regular basis) will be treated as an absence. Leaving class early also will reduce participation points.**

**One page Vitae (5 Points)-** You must submit one-page vitae. Your vitae must provide information about your future career goals, educational history, professional work history, how you like to spend your leisure time and include a photo of you. **You must bring hard copies of your vitae (one for each classmate and one for the instructor) to the second-class meeting.** The vitae can be in a narrative form if you wish to be creative.

**Review Teaching and Learning Faculty webpages (5 points)** Candidates will review the webpages and posted vitae of the Loyola faculty who work within the **Teaching and Learning** affinity group. Based on this review each candidate will submit three faculty names they would like to have come speak to the class about their research interests and activities. **You will submit your names via Google form using the following URL: <http://goo.gl/forms/fy8OGZAbqc>. This assignment is due on February 5<sup>th</sup>.**

**Location of dissertation for summary and critical analysis assignment (10 Points)** – you must locate a dissertation completed by an individual who completed an **EdD or PhD in the field of Education**. The dissertation **must be related to the field of Curriculum and Instruction** and preferably a dissertation conducted in an area related to your research interests. You will provide the instructor with the following information about the dissertation: author's name, title of dissertation, university affiliation, dissertation chair, degree awarded, field degree was awarded, and a short explanation as to why you think it relates to the field of Curriculum and Instruction. **The dissertation you select may not be the dissertation of a Loyola graduate, may not be the dissertation of a current Loyola faculty member, and may not have been chaired by a current Loyola faculty member.**

**Advisor Meeting: (5 points)** You must set up a meeting with your advisor and discuss your career plan. This discussion should include not only the sequencing and ordering of your course plan, but also discussion about your career goals and what you can do during your time as a doctoral student to reach these goals. **You will then submit a 1-2 page narrative describing your goals and the actions you plan to take over the next year (Spring 2016 – Spring 2017) to work on these goals.** I suggest you meet with your advisor earlier in the term rather than later.

**Summary and critical analysis of a dissertation (45 points):** Candidates will locate a dissertation related to the field of Curriculum and Instruction. Candidates will provide a written summary and critique of the dissertation. The candidates will use the rubric presented in the Boote & Beile article to conduct their critical analysis of the literature review. **Candidates must score the literature review on each of the components represented in the rubric. Candidates must then provide an explanation and justification (i.e. using evidence from the dissertation itself) to support why the candidate scored each component of the rubric presented in the Boote & Beile article.**

**Grading Scale (percentage)**

94-100	A	77-79	C+
90-93	A-	73-76	C
86-89	B+	70-72	C-
83-85	B	60-69	D
80-82	B -	<60	F

**Course Expectations**

As this is a graduate level course, I perceive each of you as learners, professionals and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to accept personal responsibility for our own learning, while activity supporting the learning process in order to contribute to others in the group.

**University Policy Information**

The University and the School of Education policy information regarding, Academic Honesty, Accessibility, Ethic Reporting Hotline, Electronic Communication Policies and Guidelines, and Conceptual Framework can be located through the following URL: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). Please read though these policies.

**Course calendar on next page**

**COURSE CALENDAR**

Date	Topics	Readings	Assignments
Jan 22	<ol style="list-style-type: none"> <li>1. Being a Doctoral Student and the Dissertation Process</li> <li>2. Searching Proquest for dissertations</li> <li>3. Educational Research Value</li> </ol>	Self-directed Dissertation Handbook  Hostetler article  Creswell Chapter 1	Guided reading questions ( <b>Questions can be found in Sakai Lessons tab</b> )  List of faculty names due on Google Form – due February 5 <sup>th</sup> .
Feb 12	<ol style="list-style-type: none"> <li>1. T &amp; L Faculty Research</li> <li>2. The literature review and its importance to the research process.</li> <li>3. The importance of the literature review,</li> <li>4. Discussion of the dissertation summary and analysis assignment.</li> </ol>	Boote & Biele article Maxwell article Creswell Chs. 2 & 3	Guided reading questions  1) One page vita due  2) Title of dissertation located for Summary and Analysis assignment.  3)
March 18	<ol style="list-style-type: none"> <li>1. T &amp; L Faculty Research</li> <li>2. Epistemological diversity                             <ol style="list-style-type: none"> <li>a. Attitude about reality scale</li> </ol> </li> <li>3. Quant, Qual and Mixed Methods</li> </ol>	Creswell Chs. 8, 9, 10 Pallas article Kadriye & Wolff-Michael article	Guided reading questions
April 22	<ol style="list-style-type: none"> <li>1. T &amp; L Faculty Research:</li> <li>2. Quant, Qual and Mixed Methods</li> <li>3. Discussion of Summer homework</li> <li>4. Course Evaluations</li> </ol>	Creswell Chs 6 & 7  Chapter 1 Introduction: The literature review process getting started. In L., A., Machi, B., T., McEvoy, (2009). <i>The literature review</i>	Guided reading questions  1) Summary and critical analysis of a dissertation  Last day to hand in your degree plan narrative.