

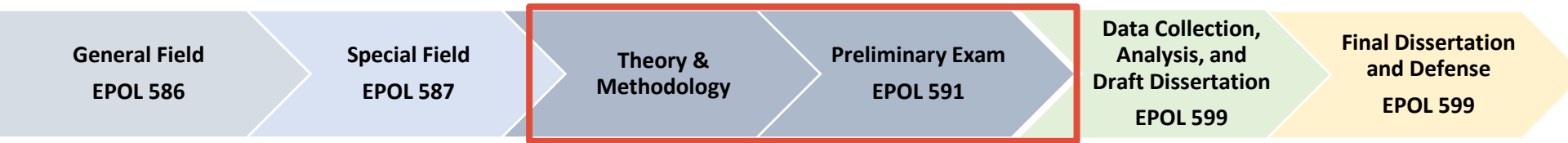


College of Education
Learning Design and Leadership

*Exam-Dissertation Sequence:
Theory and Methodology Chapter
and Preliminary Exam*

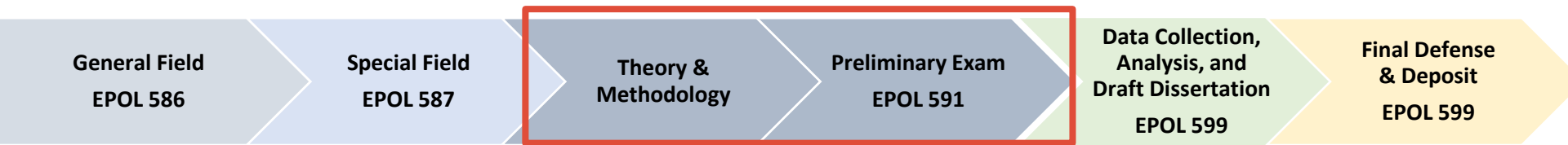
EDS Purpose

This six-step sequence includes a series of seminars and milestones that lead to four examinations and the design and writing of a traditionally, five-chapter dissertation, that is a rigorous, scholarly contribution to research in field of interest.

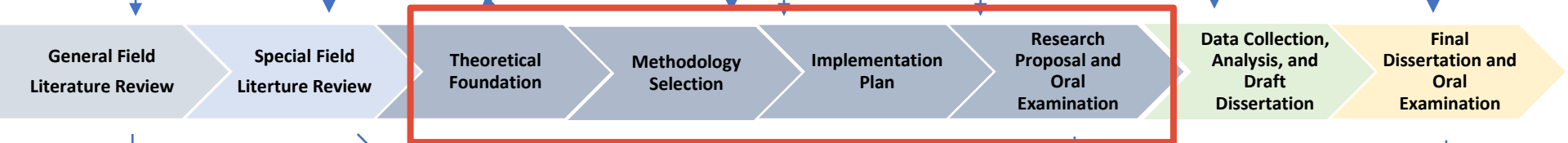


Seminars, Milestones, and Examinations

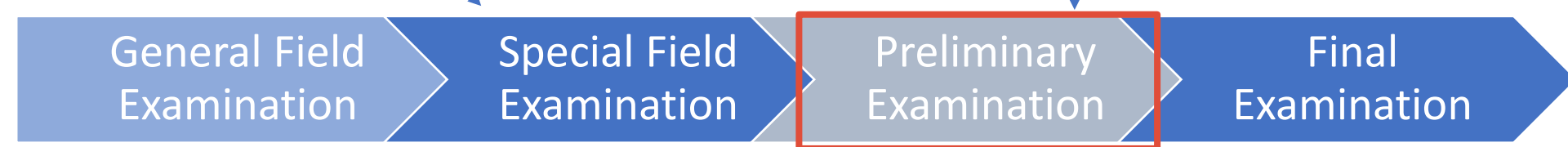
Seminars



Milestones



Examinations



What is/is not Research?

Research IS (research)	Research IS NOT (mesearch)
Disciplined	Editorializing
Systemic	Opinionated
Objective	Subjective
Conclusions based on evidence	Conclusions based on beliefs or conjectures
Scientific observations	Dogmatic
Structured	Unstructured
Seeking to disprove the researcher's assumptions	Seeking to defend researcher's assumptions

Adapted from Dr. Ken Bartlett

Research Proposal Manuscript

Chapter 1 and Streamlined Chapter 2

Chapter 3 is broken into three parts to receive iterative feedback

Theory

*Theoretical Foundation
and Research Questions
and logic model*

Design

*Deep investigation into
selected methodology
and alignment and
rationale for your study*

Implementation

*Data Sources and
Collection Plan,
Analysis, Timeline, IRB,
and more*

References

Appendix (Data Collection Instruments, IRB Materials, etc.)

Chapter 3 Scaffolded Parts

Part 1 should examine your chosen **theory or framework** and convey its **underpinning to your research study**. It should conclude with your research questions and an optional hypothesis.

Your logic model will evolve as you move through all three parts

Part 2 includes a **deep investigation into your chosen methodology**. This involves defining it, along with conveying the strengths and weaknesses. You should also provide a **rationale** of how this methodology aligns with your research study. This is also where you would identify any limitations as well as how you will address the reliability and validity of the study.

*Refer to **Chapter 3: Theory and Methodology Structure for Parts 1, 2, and 3** document for full details*

Part 3 is your **research implementation plan**, including data sources, data collection instruments, data analysis plan, and an implementation timeline. The data collection instruments themselves belong in the Appendix, but within Part 3 be sure to explain them and justify how they will help answer your research questions. You should also have your IRB materials in the Appendix.

Chapter 2 vs. Chapter 3 Theory

Recast Chapter 2 to avoid repetition

Chapter 2

*What the **Literature reveals** as theories associated with your general and special fields*

- *Cite all theories referenced in the literature*
- *Expound on a few core theories, as discussed by the literature, which may or may not become the foundation of your study*

Chapter 3

*The specific theory/ies or framework/s associated with **your research study***

- *Explain the selected theory and its alignment to your study, which may be a theory you have developed or adapted*
- *Articulate the rationale of why it will underpin your study*
- *Create a logic model*

Josh Lewycky – Theoretical Concept Model

THE DIFFUSION OF INNOVATIONS.

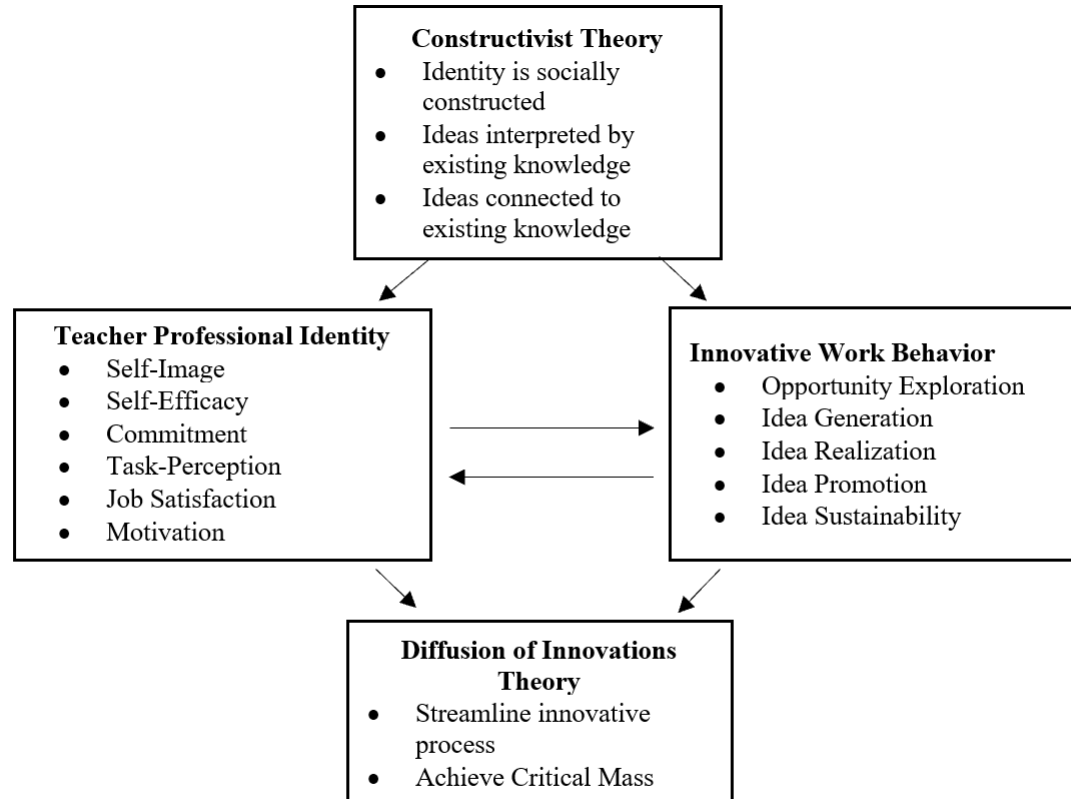


Figure 9: Theoretical concept model: A constructivist approach to understanding innovation diffusion

Continued

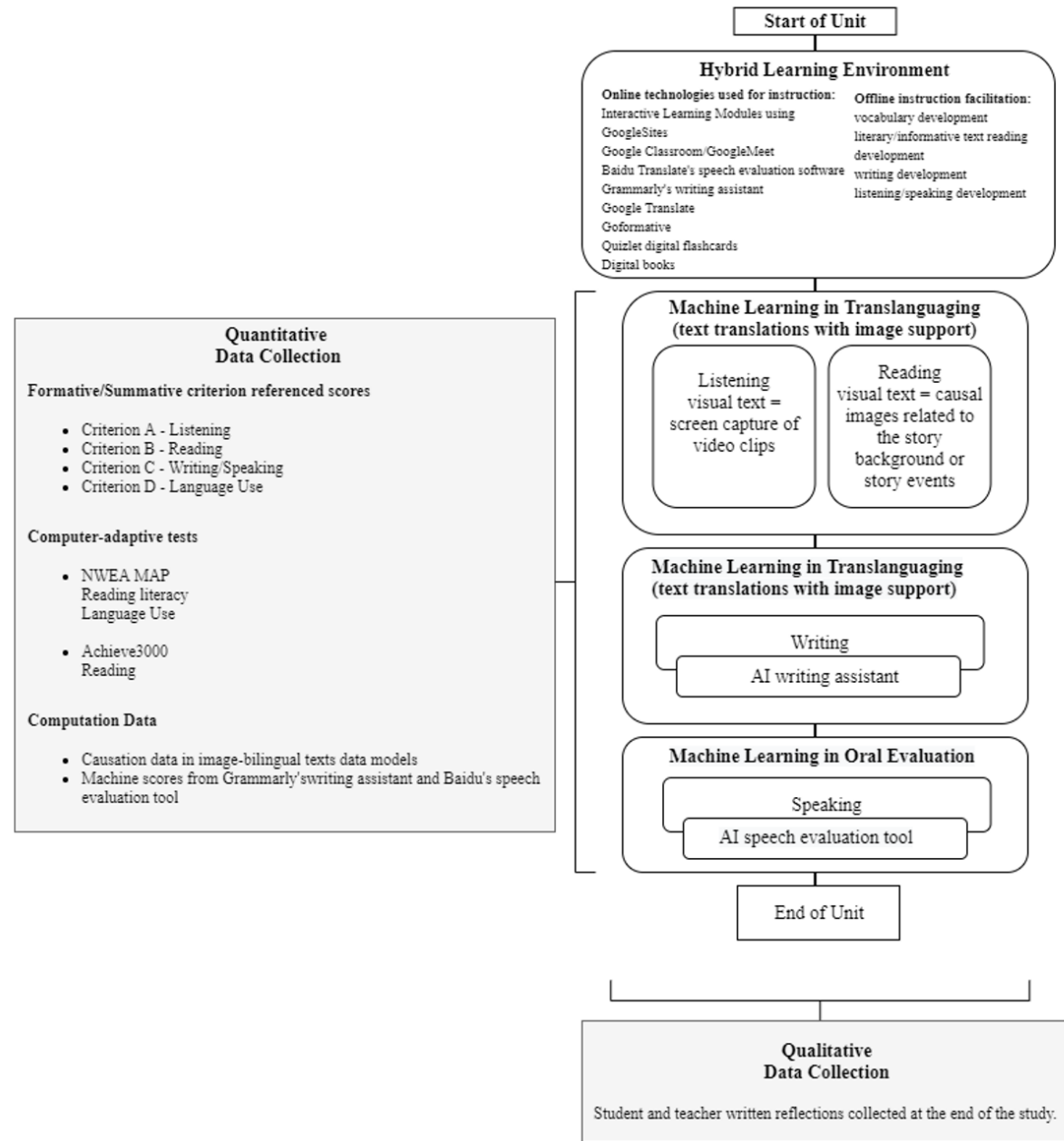


Figure 10: Theoretical concept model: An experiential model of constructionist identity development

Carol Chen

Figure 3.5

Proposed Flow Chart for Implementing the Proposed Hybrid Intervention



Research Question Attributes

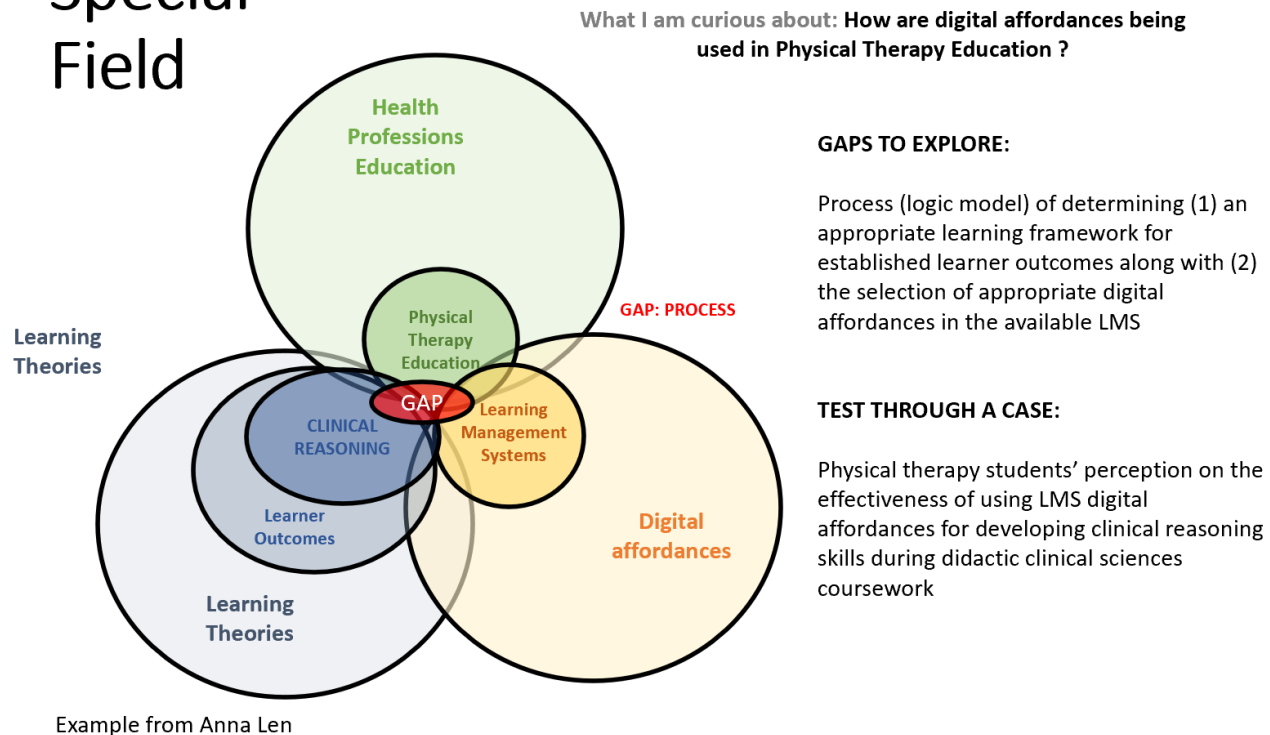
- Avoid Yes/No questions
- Specific and explicit
- Clear relationship between concepts
- Original
- Answerable
- Has theoretical significance or professional relevance
- Addresses a gap in the literature

Self Assessment

- Passion
- Knowledge
- Feasibility
- Significance

Anna Len: Process of Arriving at the Research Question

Special Field



Personal Assessment of your Research Question

Are you passionate about it?

Knowledge

1. *What professional knowledge, experience, and skills are required?*
2. *Are you well-grounded in the literature so that you can position yourself in the field?*
3. *Is it within your range of competence?*

Feasibility

1. *Is it manageable (timeframe, resources, availability of/to data sources)?*
2. *Will you receive the support that you need?*
3. *What time will be required? Do you have the time?*
4. *Can it be answered with evidence?*

Significance

1. *Is it significant in theoretical and/or practical terms?*
2. *Will it help you acquire professional knowledge, experience, and skills?*
3. *Is it interesting to your research supervisor and/or prospective employers?*
4. *Will it provide career advancement opportunities?*

(adapted from Glatthorn's Writing Winning Dissertations)

Hypothesis or No Hypothesis?

A hypothesis is not always required

Yes

*When: Seeking to Prove/
Disprove a Theory*

- *Quantitative study*
- *Experimental study*
- *Statistical analysis*
- *Correlations*
- *Research questions are objective*
- *When research questions alone are not sufficient to address the problem*

No

When: Seeking Answers

- *Written as a prediction*
- *Stating what you hope to be true*
- *Restating your research question(s)*
- *Research questions are descriptive*
- *Research questions are exploratory*

RQ: Is there a relationship between A and B?
Hypothesis NOT needed

Logic Models

Your logic model will evolve as you move through each of the three parts

Logic Model Overview and Purpose

What is it?

- A graphic illustration of the relationship between your theoretical foundation, methodology, data collection, and analysis.

Purpose

- Assists you in planning and explaining your study through the model creation process.
- Assists others in quickly understanding how your research study will be deployed.

Logic Model Elements



Logic Model Elements

- Brief title of your study
- Research Question(s)
- Research Site and/or Participants
- Methodology Design (i.e. Exploratory Mixed Methods Case Study)
- Data Sources
 - Don't forget to include existing literature
 - Clarity on the instruments and who they are meant for or how they align with the methodology (ie. Interview Faculty; Survey Students)
- Data Analysis – Be specific/indicate triangulation
- Outputs – not study outcomes or what you hope to prove

Self Assessment

- Visual
- Concise
- Comprehensive
- Easy to Follow
- Could you write about it in more detail?

Zach Petrea

RQ: Do genres affect student goals and self-efficacy in the community college composition 101 classroom?

SINGLE COMMUNITY COLLEGE

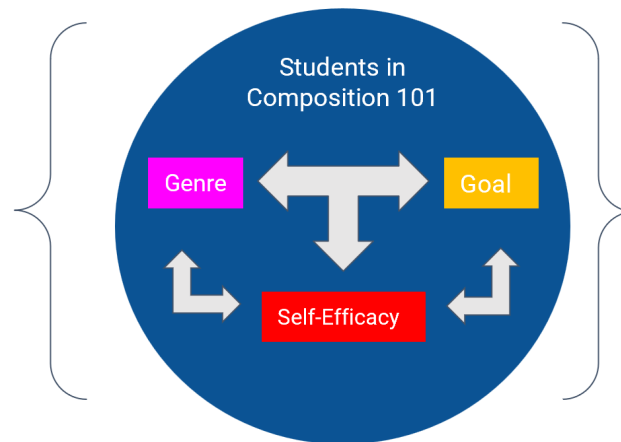
Convenience Sample
Insider Researcher

SOCIAL COGNITIVE THEORY

writing motivation is dynamic and contextually bound to cognitive, biological, affective and environmental conditions.

EMBEDDED MIXED METHOD

Convergent & Descriptive



GENRE: Qualitative (emergent)

- Collect major assignments to identify genres

ACHIEVEMENT GOAL

ORIENTATION: Quantitative

- Soylu et al.'s (2017) Writing Achievement Goals Scale (WAGS)

SELF-EFFICACY: Quantitative

- Mitchell et al.'s (2021) Situated Academic Writing Self-Efficacy Scale (SAWSES)

PHASE 1: Pre-Semester

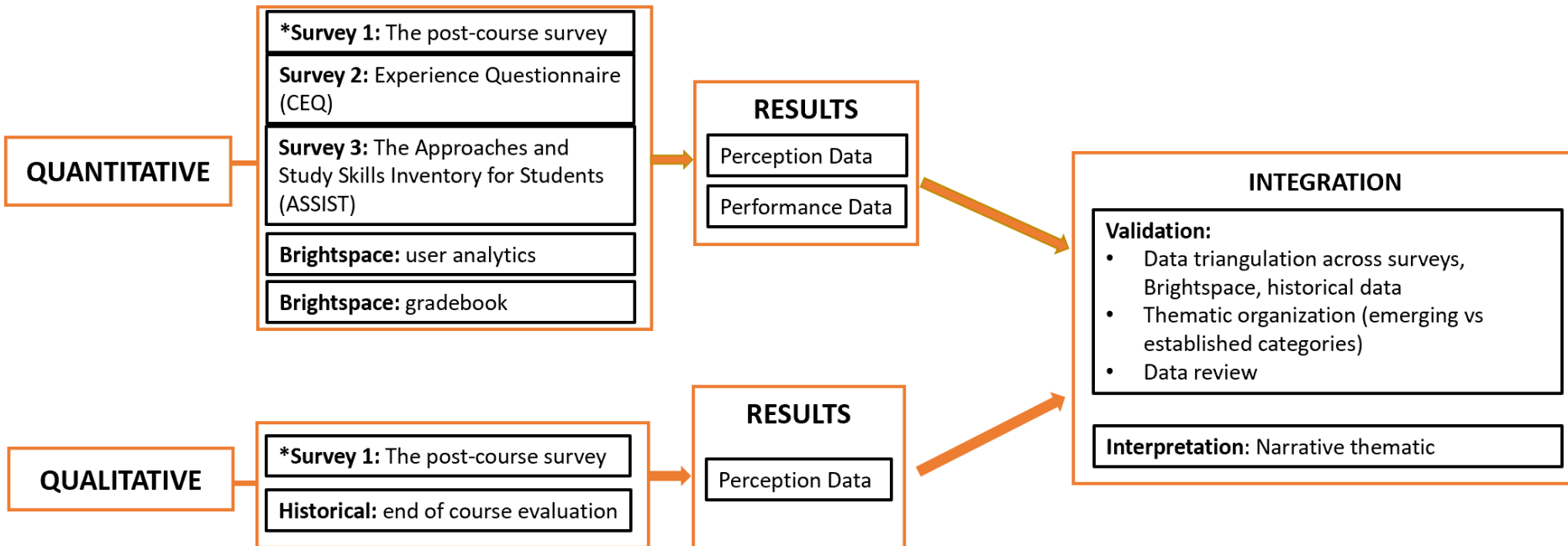
- Assignment Analysis for Genre Identification

PHASE 2: Semester

- WAGS prior to each genre
- SAWSES prior to each genre

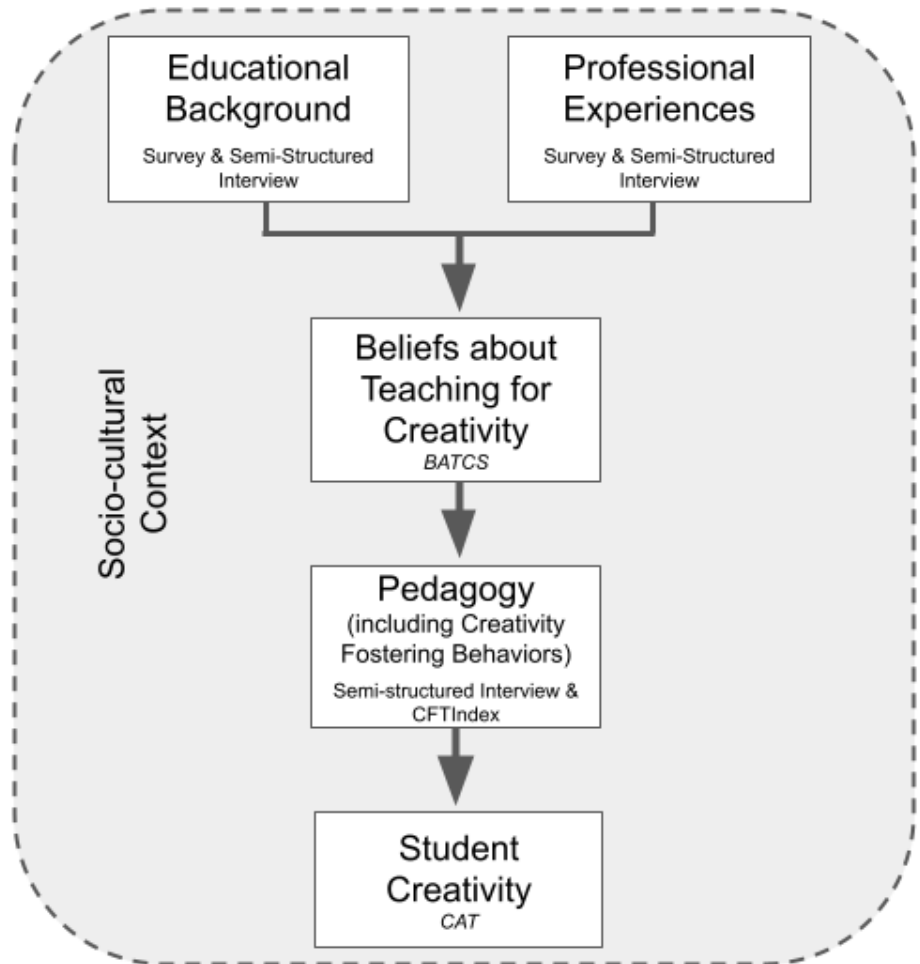
Anna Len

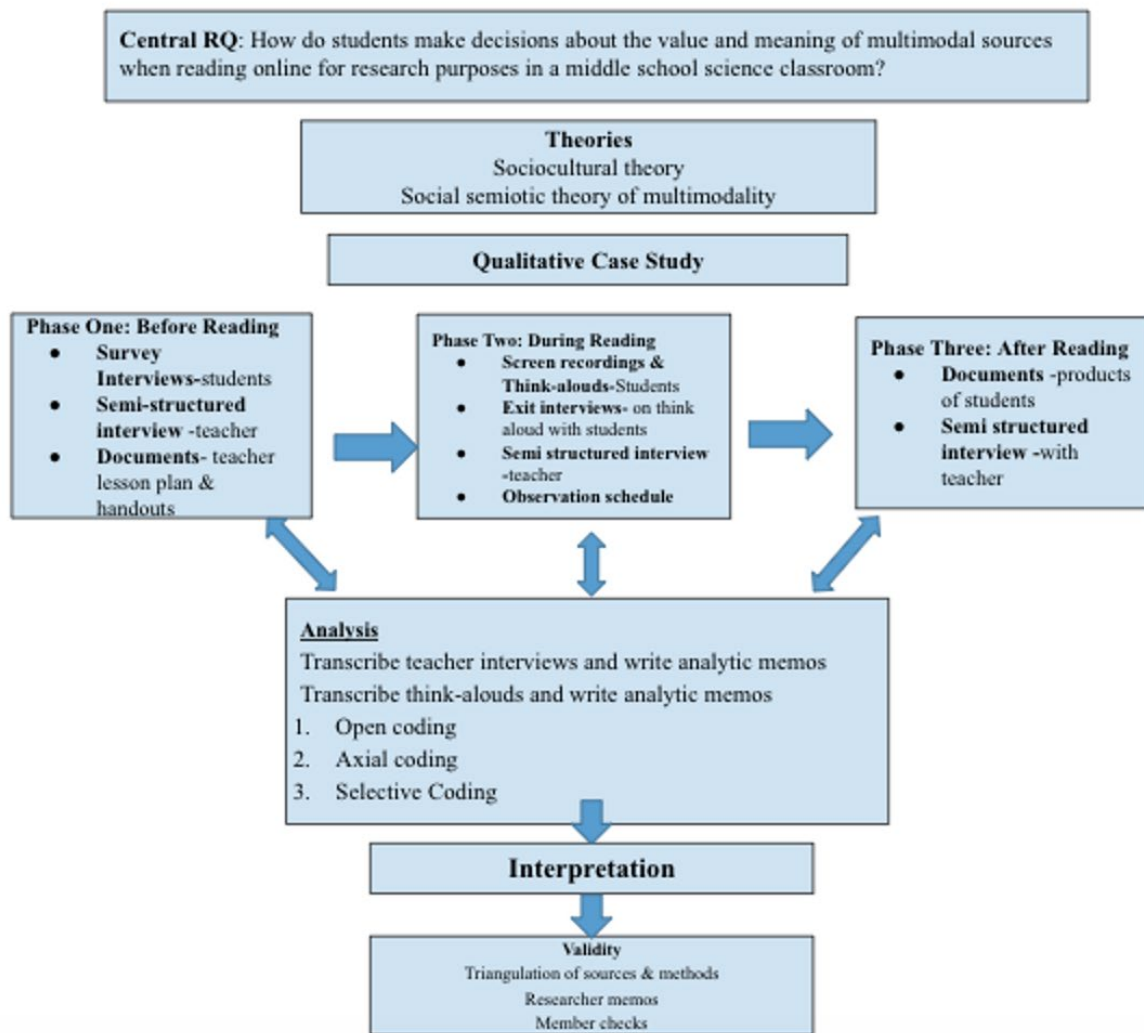
CONVERGENT MIXED-METHODS DESIGN (PARALLEL APPROACH)



Julia Colombo

- RQ1: How does the nature of a K-12 art teacher's educational background impact their beliefs about teaching for creativity?
- RQ1a: What is the relationship between a K-12 art teacher's educational background and their creativity fostering behaviors in the art classroom?
- RQ2: How do the professional experiences of a K-12 art teacher impact their beliefs about teaching for creativity?
- RQ2b: What is the relationship between a K-12 art teacher's professional experiences and their creativity fostering behaviors in the art classroom?
- RQ3: What is the relationship between the sources of art teacher knowledge and their competency in developing student creativity?
- RQ4: What is the relationship between developing student creativity and an art teacher's choice of art pedagogy (e.g., units based on medium, element of art, theme, studio habit, etc.)?





Methodology Design: Deep Investigation

Cite existing literature, but do not overuse the textbooks from ERAM 550

- Be explicit on the type of methodology, such as the type of case study
- Description
- Strengths
- Weaknesses

Consider this a literature review of your selected methodology that demonstrates your deep investigation and deep understanding of this methodology, including its appropriate way of collecting data, conducting data analysis, and ultimately, presenting your findings

Methodology Design: Alignment to your Study

- Justification of why this is the appropriate methodology for your study and to address your research question(s)
- Role of the researcher/ Inside Researcher, if applicable
 - Cite the literature on what this means and how to minimize bias or other issues
- Triangulation

Methodology Implementation: Data Sources

- Be specific about why a particular data source or data collection instrument is appropriate – cite the literature
- Be specific on who the participants are for a particular data source, including recruitment
- Discuss implications regarding participant size and contingency plans
- If your study is interpretive and/or does not include participants, you must still be specific on your data collection strategy and criteria

NOT a Logic Model: Collecting and Analyzing Data

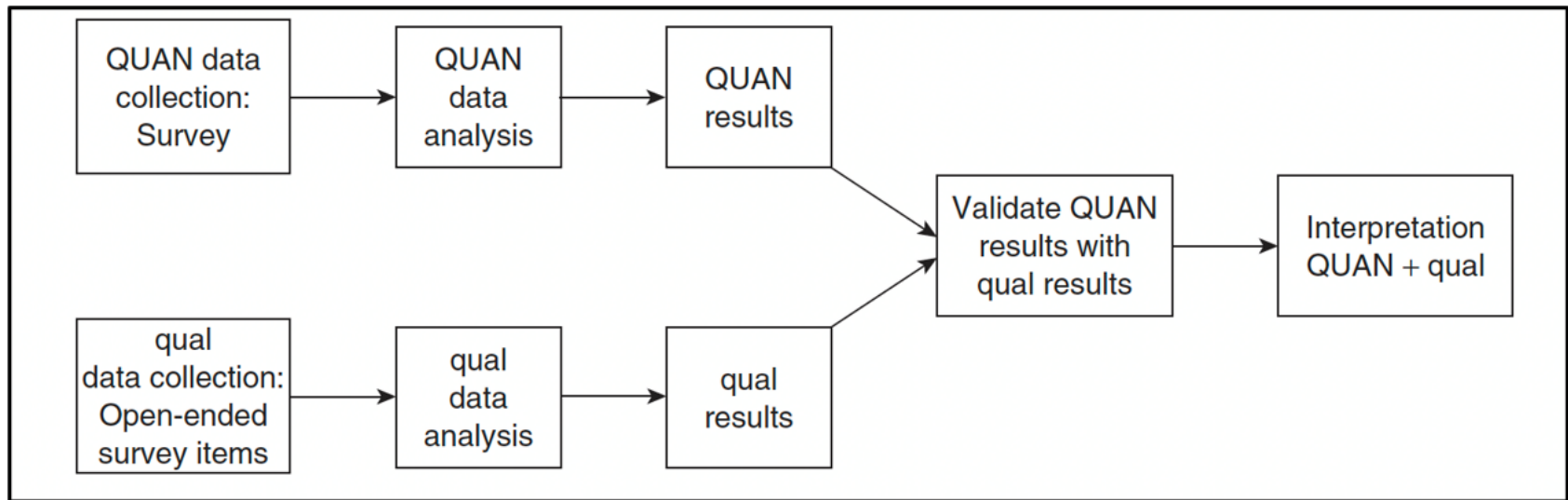


Figure 11: Validating quantitative model: (Creswell et al., 2006, p. 63).

IRB

- Submit IRB materials as soon as you can, but not before you are working on Part 3 (implementation plan)
- Check with employer if employer has an IRB office
- Your advisor is the principal investigator for UIUC IRB
- IRB training dates for advisors are on the Google tracker
- You are on the research team (separate form)
- You can always submit an amendment (which needs to be signed by the PI)

Methodology Implementation: Data Analysis

- Be as specific as possible
- Will you consider demographic data?
- What correlations or data points will you be looking at compared to others?
- How will you triangulate your data?

Methodology Implementation: Timeline


- When you plan to recruit participants
- When you plan to conduct/disseminate data collection instruments
- Don't include a timeline of your data analysis and writing up your dissertation

General Items

- Do not use “current study” or “present study”
 - instead use “this study” unless there is potential confusion with another study being cited
- Do not use “this/the researcher”; instead use “this study”
- Use discretion when choosing a numbering schema
- Headings should be clearly distinct from the body of the work
- Figure numbers and captions should be distinct from the main text
- Not every work needs a hypothesis

Preliminary Exam Manuscript/ Research Proposal and Presentation

Chapter 1

- Chapter 1 
- Streamlined Chapter 2
- Full Chapter 3
- References
- Appendix (Data Collection Instruments, IRB Materials, etc.)

- The significance of this topic and the reasons you selected it
- Your Research question(s)
- Your hypotheses (not required)
- An overview of the theoretical foundation of your study
- Summary of methods and rationale for selection
- High level summary of your research plan

Do not repeat your Chapter 3 – briefly summarize!

Preliminary Exam Presentation Tips

- 15-minute presentation to your committee
 - Peer presentation to practice and receive feedback
 - Committee Presentation scheduled 4 weeks in advance
- 6 to 10 slides
- Do not repeat your written manuscript
- Do not read your slides
- Keep text to a minimum
- Include your logic model; include other visuals, if useful – and readable

Preliminary Exam Presentation Focus

Minor Focus (20%)

- Introduce your topic and the purpose of your research study
- Briefly summarize the literature that led to the selected theory and methodology, and ultimately the research questions and hypotheses
 - Convey the journey of discovery you experienced
- State your research questions and hypotheses
- Articulate how you feel your work will contribute to the field

Major Focus (80%)

Methodology, Implementation, and Next Steps

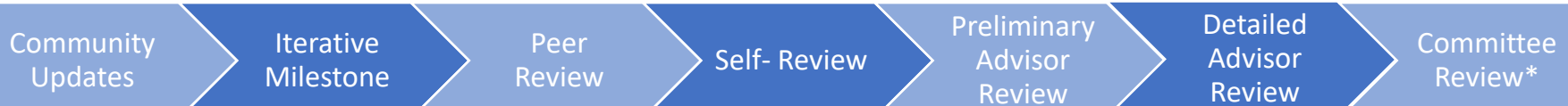
Process

Self, Peer, and Other Reviews

- Review the requirements and proofread your work multiple times before routing it for peer review
- Complete a self-review according to the rubric & requirements
- Ask a family member or friend to proofread your work
- Proofread your work again before sending for advisor review
- Procure a copy editor before sending for advisor review

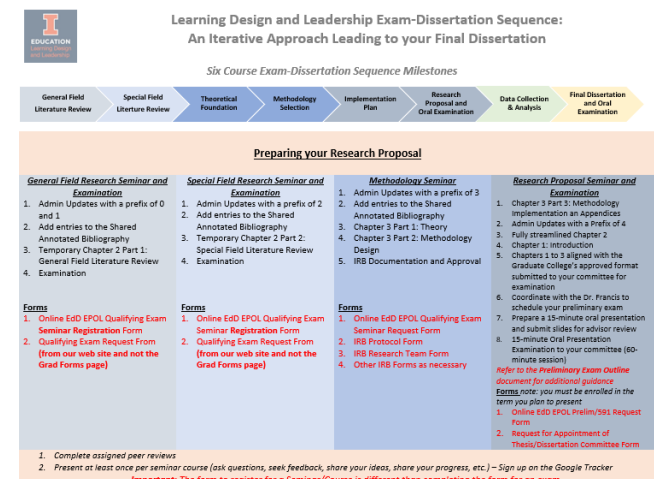
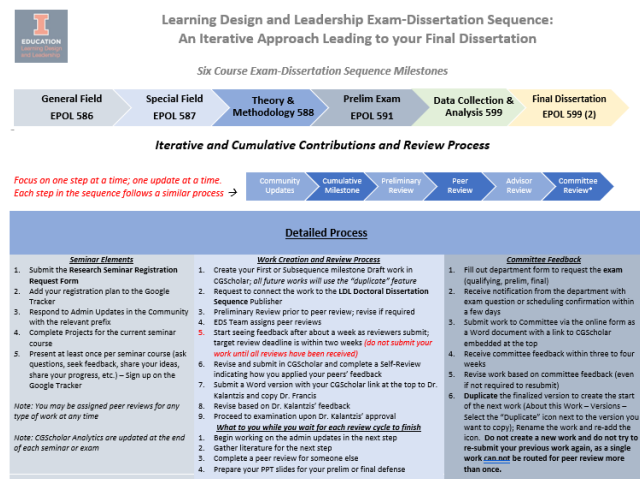
Do not rush the submission process

Creation and Review Cycle: Deviation from the General and Special Field Process



Variance for Methods

1. Submit parts for peer review and preliminary review (Dr. Francis)
2. Submit IRB Paperwork well ahead of your preliminary exam
3. Submit your entire Research Proposal to Dr. Kalantzis prior to the preliminary exam



See full [EDS Process PDF](#) on our web site

While you Wait, Keep Moving

- While part 1/2/3 are being reviewed, keep working on the next part
- Submit IRB paperwork
- Streamline Chapter 2
- Format word version of 'works/chapters' to align with the Graduate College dissertation style guide
- Proofread, proofread, proofread
- Apply feedback from peers and copy editor
- Prepare your Preliminary Exam presentation
- Ensure that your change notes are documented based on advisor and peer review feedback
- Complete peer reviews for others

FORMS FORMS FORMS

- Follow the Forms page and the Overview PDF
 - Ensure you fill out the right form at the right time.
 - Do not request your Preliminary Exam until you have been approved to schedule that
 - Possible to enroll in 1 or more credits for 595 or 599, with approval
- Forms are the student's responsibility, but check with the dissertation advisor when you are at this stage

Questions?