

Using the Dissertation Guide

Video Views: 1

Alright, thank you everyone for joining me tonight.

Um, we're going to be talking about using the dissertation guide and, um, it's gonna incorporate a whole lot of different things.

We're gonna talk a little bit about your topic.

We're gonna talk a little bit about, um, how to use the guide to get things ready for your topic and how you can really use a dissertation guide as, um, as a way to help you in the research process.

Okay? Alright.

So, Oh, there we go.

I was on the wrong screen now. Okay.

So first, before we really begin, I would like for you to please take a couple of minutes and I would like you to tell me who you are.

So in the chat, if you could please include in one message.

So don't, don't hit the enter button three times.

Include in one message what program you're in, what stage of the program you're in.

So you can tell me if you know your phase.

Um, if you're right at the beginning, you'd be phase one.

Um, if you're not sure of the phase, you can tell me what class you're in 'cause that will help me, um, determine where you are.

And then let me know. Do you have a topic in mind that can just be a yes no or a sort of, um, answer.

So if you could please put those in the chat that will help me cater this webinar to the needs of the students that have called in with me.

So I'm gonna give you a minute or so to do that.

Okay. A couple of 'em are starting to come in.

Oops.

Okay. So I see DHA education DBA three courses in res 7 0 9, which is a little bit through the, um, excess courses.

Yes. Topic sort of topic. Good.

All right. Keep those coming.

If you're still working on yours, if you could just keep, um, keep those filtering in so that as we go along, I can make sure that I know who it is that I'm talking to here.

All right. DHA three courses in I have somewhat of an idea.

Good. Okay.

So what we're going to talk about tonight, we're gonna talk about program alignment.

We will talk about research methodology and design alignment.

And then we will talk about all of this within the context of the dissertation guides.

We'll talk about substantiating your problem, your problem formation, your purpose formation, selecting inappropriate design research questions, writing your chapters, all using the dissertation guide.

Okay. All right. A couple more people have responded.

All right, very good. We have some faculty members in here too.

Thank you very much. Okay, so for this webinar, um, as we are going through each of the sections, I'm going to be asking you to do a couple of things on a Google document.

And so I'm gonna put a link to this Google doc in the chat.

Here we go. Okay. That Google doc is in the chat.

If you could open up the Google document and just have it in a window open on your computer, that would be helpful.

Um, we're not gonna use it for a couple more slides from now, so just have it open and ready to go.

And then as soon as we get to that one, you'll be ready to use it.

Okay. Let me get my, um, screen big again.

Here we go. Okay, so, um, for those of you who it looked like everybody had a topic in mind.

And so if you are not certain of a topic for our session that we're going to be working with tonight, it's good for you to have a topic just to kind of play around with.

Not saying that this topic is gonna end up being your actual topic by any means, but it will, it will help is as we're going through the dissertation, if you have a topic in mind.

So here's a couple ideas for the DHA and EDD programs and if you're not in those programs, uh, then I will show you next DBA dm.

So just as we're working through this, everybody just have something in mind.

It does not, absolutely does not need to be the actual topic you're going to end up using, but for our purposes, it'll help if you have something that you're working with.

Okay. Alright.

So first we have to talk about does it align to your program of study? Because that's a really important part of going through your dissertation.

Whatever program you are in, the topic that you select has to be aligned to the program that you are selecting.

Okay? So at this part of the, the webinar and a couple times tonight, I'm gonna ask you to come off of your mic and speak out loud to me if you are comfortable doing so.

Um, when we, I should have set up ground rules before we started, but the only rule I really have is any questions you might have.

Let's keep it on task with what we're talking about and let's make sure that any question questions you ask are everyone questions, not just you questions.

If it's a you question and you have a specific need, I will hang on at the end of the webinar and I will answer any you question you might have.

But make sure that your questions are to the benefit of the whole group so that we aren't taking up everybody else's time.

Okay. So let's take a look. A couple of our, um, alignments.

So here we have the first one.

Alright, so what do you guys think about the doctor of educational leadership? If that's the program that you're in and you selected the topic of sports medicine, specifically concussions.

What do you guys think? Is that a good topic to program alignment? I'm gonna shut my phone off. My kids are gonna be, um, my ring doorbell's going crazy 'cause my kids are in the driveway.

Okay. You guys can put it in the chat.

You can speak right out loud.

I'm seeing lots of nos come through in the chat.

All right, good. It's not really in alignment.

I could see justification for it.

Maybe if it was something like in PE classes in the school they're noticing an increase of all of these kids getting concussions, you know, something like that.

Or, or out on the playground, too many kids are getting hurt.

There could be that tie, but really it's sort of a stretch.

So this is probably not the best topic. Okay.

How about DBA, um, doctor of business administration in police recruitment? What do you think about that? Um, somebody said if it was specific to the NFL, yes, but then it wouldn't be educational leadership because the NFL doesn't have to do with educational leadership with them.

Okay, good. This is another one that it's not aligned because the police is not a business.

Um, I mean everyone in some aspect is a business.

You are serving people, but it is not a business that would fit under the DBA program.

So that one would not be in alignment either.

How about an increase of crime in rural communities to the Doctor of Health Administration? Okay, good. I'm seeing lots of nos.

Again, this one again, I, I could see a tie if you were talking about um, how there are an increase of criminals coming into the health

system in the emergency room or something like that and they're causing problems in the emergency room.

Maybe, maybe, maybe, maybe there would be a tie there, but, but just at face value, this one correct doesn't align.

So what do you guys think the last one's gonna be? Is the last one gonna align? No.

So this one, the doctor of management and organizational leadership and drug addiction, really those two are not really tied.

Again, you can try to like make it connect in some way.

Um, some way you can connect.

Maybe your people are showing up to work and you're noticing that people are on drugs and they're showing up to work.

Uh, and that needs to be a topic that needs to be explored maybe.

But again, just at face value, just drug addiction, it really does not align to the program.

So you have to make sure that whatever topic you are using is aligned to the program that you are using it in.

Okay. Alright.

So now at this point I would like you all to open up that to Google Doc.

Some people do appear to be on drugs when you're at work.

Yes, sometimes that is true.

Um, open up that Google Doc, I put it in the link again, it's the same exact link I put before.

So if you already have it open, you're good.

But in that, um, in that link, you're gonna see a document that looks like this.

Over on the left hand side, you'll see a whole bunch of slides.

I would like you to go to any of the slides and find one that is blank that doesn't have anyone's name on it and put your name on it.

And then you're gonna fill in your degree program and you're gonna fill in what you are going to work with your topic for this evening.

Okay? So make sure that you do that on your document.

And as we're going through this, I'm going to be showing you the dissertation guide and we're gonna keep coming back to this Google Doc.

So if you could just keep this open on a tab on your computer, that would be helpful.

Okay.

Alright. Now let's talk, let's talk about using the dissertation guide.

So this QR code will link you right to the dissertation guide, but I want to take it one step further and show you how to get there yourself.

Um, because you're not always gonna have this QR code around.

So what I would like you to do, I have to minimize my, um, PowerPoint here.

And let's see, can I pull this away? Hopefully.

All right. You should be able to see the CDs Central page.

If you cannot see it, just shout out. So I know.

So I know that you can't see it.

Um, but I'm pretty sure you can.

Um, so you're gonna go to CDs, okay? You're gonna go to CDs Central to get there.

It's Phoenix do edu slash doctoral studies.

You can also, as soon as you log into your Phoenix account, you'll see that little quick links tab on the top and the Quick Links tab.

Actually, I don't know if the Quick Links tab does you here.

I'm not sure if it does or not. So I think ignore what I just said.

Um, go to phoenix.edu/doctoral studies.

So when you're on that page, I would like all of you right now, um, in the upper right hand corner, um, this browser that I am on, I think I'm on a Google browser.

Yes, I'm on a Google browser right now.

I know if you're using Edge, it's similar.

If you're using Firefox, it's similar in the upper right hand corner.

Um, you're gonna click the star because this website is an incredibly important website that you are going to use all of the time.

If you're on your phone, you should be able to choose the, um, if you're on an Apple phone, you should be able to choose like the square that has the arrow up and you can save it in that way too.

Um, if you're an Android, I'm sorry, I don't know how to save it.

Um, but make sure that you figure that out. Okay.

So this website is going to be extremely helpful and extremely important for you.

So let's show you how to find the dissertation guide.

So here we are on the main page.

Over on the left hand side, there are so many helpful things over here.

This could be a whole webinar in itself.

Make sure that you take some time to explore those.

But we are going to be focusing on the dissertation journey.

So if you click on the dissertation journey, you'll see this phases and dissertation committee.

If you click on that, it'll open up the dissertation journey page.

This has a whole bunch of really good important information on this page as well that you should read.

And then whatever, whatever phase you are, no matter which part of the program you're in, you're going to click on the phase that you are currently in.

Or if you are getting ready to prepare for the next phase, then you can click on the next phase two.

I'm gonna click on phase one.

'cause it looked like almost all of us were in phase one.

So here's where you can find the dissertation guide.

You can see here it is the second little, um, link down.

It's this doctoral, uh, college doctoral studies dissertation Guide and Alignment handbook.

Okay? This right here is what we're gonna be using for the majority of this evening.

There's lots of other important things here.

This DCA, this dissertation criteria assessment, that's the rubric that is used to grade your work.

So that's a really important one to look at.

And then there's a whole bunch of additional resources too.

That's a whole other webinar.

But, so tonight we're gonna click on doc, uh, college Doctoral Studies, dissertation Guide and Alignment Handbook.

If you click on that, it will open up the Dissertation Guide and Alignment Handbook.

I would like you to also have one of these open. Okay? So keep this open. 'cause I will be asking you, this really is going to be an interactive webinar.

You're going to be looking through the guide.

You're gonna be turning to certain pages of the guide.

Um, all of a sudden this is opening up in Adobe for me and I don't like it, but we can work with this, okay? And it doesn't open to the top of the document anymore.

When I'm in Adobe, it opens to the last time I was using it.

So the last time I was using it, I was looking at this, I was reviewing a student, I was like, I don't think that's supposed to go there.

So I was looking here. Alright, I'm gonna go all the way back up to the top and I'm gonna make my screen a little bit bigger.

Make the file a little bit bigger. Oops, that's too big.

Okay, so this is what the College Doctoral Studies Dissertation Guide and Alignment Handbook looks like.

Um, we are currently working on a new update.

I don't know when that new update will be ready.

It'll be the same exact document, but, um, just a couple parts here and there will be enhanced to give you a, you a better experience.

But this in of itself is what you need in order to be successful on your dissertation.

So make sure that you are constantly using this guide.

Again, I would recommend in the upper right hand corner that you click that star button.

The only hesitation I tell you about this is if you can remember to go through the website every time.

So go through doctoral Journey website to get to it, because especially because I just told you that there will be an update of it coming soon.

If you only have this one saved, you're not gonna get those updates.

So I would recommend go always going through the website.

And we don't update the dissertation guide often, so don't think that, oh my gosh, like every couple weeks I'm gonna have to go and look up at the new one.

That's no, it's, it's not that.

It's once a year, once every other year that it gets updated and the updates are small.

They're not these gigantic updates.

So for, okay, so in your dissertation guide and alignment handbook, you can scroll down the table of contents.

Um, these should all be hyperlinked.

This is one of the things that we're fixing on the new review.

You can see how my mouse changes from a pointer to a hand because they're all hyperlinked, which is nice.

I do do know that a couple of them are broken, which is one of the things we're working on, but for the most part, they are all hyperlinked.

Okay? So that's the table of contents, and then we're gonna go through each little section.

So let me pull back up my PowerPoint.

All right, uh, let's view from this slide.

I wish there was a way to make it stay like that.

That's how I want it. Okay, so let's talk about problem statement.

So your problem statement, um, you, when you're writing your problem and you're writing your purpose, it's always helpful when you're writing those sections if you know what design you want to use on your dissertation.

So if you are, if you have an idea of what your problem is, but you're not sure about your design yet, then there's a page in the dissertation guide that's gonna help you with that.

So first, let's talk about your problem.

So don't worry about the Google Doc just yet, but I would like you on that Google Doc to write what you feel is your problem statement or whatever problem you're gonna use for our webinar, just for practice.

You wanna make sure that you're writing it in this format.

You're gonna write the problem is and then state your problem resulting in, and then state what the consequence of that problem is.

A lot of students will come into the class and they will only name a problem and they will not name a consequence.

And then you don't have a problem.

Your problem statement has to be, it has to have a problem and it has to have a consequence.

Your chair and your URM, they might tell you that they don't want you to use the sentence stem, but even if you, even if you have a chair who says, oh, let's write it a little bit differently than that sentence stem, that's fine.

You still have to have a problem and you still have to have a consequence.

Those are requirements, those are not requirements of your chair.

And URM, that's requirements of the DCA, the dissertation criteria assessment, which is that rubric that tells you if you pass or not.

Alright? And then you need a citation, a little blurb about this.

Um, for tonight's purposes, I just want you to get anything on paper, any problem on paper, just so that you have something to work with while we're working here.

But you, that's not the appropriate way to develop a problem, though appropriate way is not, oh, this is what I think I'm gonna do and I'm gonna slap it on my, the Google doc that Dr. Baker told me to do.

Instead, what you would do is you read article upon article upon article upon article upon article on that topic first before you attempt to come up with your problem statement, because you want current research to guide your problem.

You do not want your problem in your little world guiding your problem statement that you're basing your entire dissertation on, because your dissertation needs to be focused and needs to be, um, a problem that many people are having.

This cannot be a you problem.

So if it's something that you are seeing in your industry and it's something that you want to research, that's fine.

But then take those ideas and see what's out there already, and then formulate a problem statement.

Okay? A lot of times students will come in and they try to have that problem statement first, and then they try to find research that matches what they are trying to say and it doesn't exist.

And so that is a common thing that happens.

So make sure you're letting the research side your problem, not your problem.

Then you're looking for research. Okay? Hope that makes sense. You gotta put the cart, but don't put the cart before the horse, okay? You have to have, see what research says and that becomes your problem.

You are citation for this.

It needs to be one, one to two years old if you're at the beginning of the program.

And the reason why we say that is because part of the DCA is by the end of the program, when you are done writing all five chapters, when you are talking about your study and the current problem that you're having, you can't talk about a current problem and then have a citation from 1997.

That's not a current problem anymore.

And so you have to make sure that by the end of your program, by the time you're done writing chapter five, you, your, your references are current.

Your references are within the last five years.

So that's why if you're at the beginning of the program right now, you should be looking at references that are one or two years old.

'cause anything older than that, you don't wanna get all the way to your chapter five and then have to rewrite or find new references and update your references.

You don't wanna have to do that. So just get in the habit of looking things that are one to two years old.

The exceptions for that is when you're writing the historical section or when you are talking about, um, seminal researchers, which means like the pioneers of the, the research that you're doing.

So we want you to cite who's the first person that, that, that looked at studied, whatever it is, um, uh, that that studied remote work.

Like who is the first person that studied that? We want those older names in there, and that's fine.

But when you're talking about your study and your current problem, they have to be less than five years old by the time you graduate.

Okay? Um, alright, we're gonna skip that part about design for now.

We're gonna come back to that. Okay? So if you have an idea for your problem, please make sure that it's written in this format.

The problem is resulting in.

And then citation for now, you can't do this for real, but for now, for our purposes, you could just put a fake citation for now, but that's not okay in the real world, you're gonna make sure that you're looking up an actual thing, but we won't have time for you to actually look it up tonight.

If you already had one from the past, then use the one that you've already had.

Okay? So problem and purpose alignment.

So an easy way to make sure that your problem and purpose are aligned is to use some of the same keywords that were in both of those sentences.

Okay? So if your problem, I'm gonna ask you to come off of your microphone or go in the chat for, um, in a minute.

What are the key words that you are seeing in this problem statement? So it says, the problem is the average customer hold time for appointment bookings exceeds five minutes, resulting in decreased customer satisfaction.

What are the key words that you see in that problem statement? Um, and I, as you guys are doing, as you guys are answering my question, I see some questions in the chat.

Someone asked, how many citations can you use in the problem statement? That's a great question. In your actual problem statement, the one sentence that says the problem is resulting in that should be one citation, one current citation.

However, that one sentence is going to fit within your whole entire problem section.

Your whole entire problem statement.

And that whole problem section should have 6, 7, 8 references in it.

But that one sentence just needs one citation.

Um, and then another, another comment was, I have a general problem and a specific problem.

That's something that we no longer use.

We do not use general problems in specific problems anymore.

Um, I think we got rid of that maybe in like 20 17, 20 18, something like that.

We only want your one specific problem and using that, that one that I gave you.

Okay, good. I'm seeing some of those keywords come in.

So, um, time, the bookings, the appointment bookings, I'm seeing, um, the hold time I'm seeing customer satisfaction.

Alright, good. So those would be my keywords resulting in that was part of the sentence stem.

So this, that's not a keyword here.

So we're not gonna put resulting stem, uh, resulting in.

I mean, so here, I know the screen is getting like a little bit busy here, but you can see by using the color coding, you can see how the problem statement and the purpose statement are aligned.

'cause that's really important in your research is that you're aligning your things together.

And so you can see that my problem is up at the top and my purpose is at the bottom.

You can see that both of them use customer hold time.

Both of them use appointment bookings.

Both of them use customer satisfaction that decreased should not be, um, white, but they both use those terms.

So that's a good way to make sure that those things are in alignment.

Okay? Now the next part is that when you're looking at your purpose, you also want to be using words that signal what research design you are using.

Okay? So here we're gonna go back to our, um, to our dissertation guide.

So I'm gonna pull my guide back up.

I have so many tabs open.

Okay, here, it's all right.

We're gonna go back to our dissertation guide.

And you can see if I, I'm on the table of contents page, you can go to, um, this one here is one of the hyperlinks that doesn't work.

This topic, selection and alignment to the degree program.

It talks about does your topic align to your program? But right under that it talks about method and design s the line design, selection and alignment to research objectives.

And then it has an overview of methods and design.

So I'm gonna click on that, this overview.

Let's go back up a little bit. Okay? So first what you need to do is you need to decide are you going to use a qualitative study or a quantitative study? So those are the two things that you have to figure out first.

That's your method, your methodology.

Your methodology is qualitative, quantitative, and technically mixed.

Um, we don't recommend that you use a mixed study often.

If you want to use a mixed study, you have to have a very good reason and very good justification for using mixed, and I'm talking about new researchers.

So anyone working on their dissertation, sometimes we'll get people call into these sessions that are further along in the research process.

But for your first dissertation, your first research that you're ever doing, I would highly recommend selecting either qualitative or quantitative and not doing mixed only because this process is very stressful, as it is.

It's very overwhelming as it is.

Learning about research designs is like learning a new language.

And if you are picking mixed, you have to learn two languages.

You have to learn the qualitative language, and you have to learn the quantitative language.

So unless you have a really good reason why you want mixed, we're not gonna tell you not to.

But it, it does make it more difficult.

So you first need to decide if you want qualitative, quantitative methodology.

Qualitative are things like interviews and words that you're analyzing and you're developing themes from them.

Quantitative is dealing with numbers and statistics and running statistical tests.

So you need to decide are you a words person or are you a numbers person? Once you've done that, then you need to decide what type of design you're going to use.

So you pick the methodology, you pick either qualitative or quantitative, then you need to pick the design.

So if I go back to my dissertation guide, you can still see it here, if I scroll down, it talks about, um, qualitative comes first.

It talks about the strengths of qualitative research, but then look here, it has qualitative research designs.

And those qualitative research designs, it goes through, I don't know, there's 10 or so, 12 or so there of some of the most popular ones that we have.

These, this is not an all inclusive list.

There are other designs. These are qualitative.

So these are words. There are other qualitative designs out there that, that people use.

But these are the ones that are the most popular that people use, um, in our program at least.

Okay? So those are our qualitative options.

And each one of those, I'm gonna give you, let's just say three minutes.

I'm gonna give you three minutes to take a look at the qualitative options and then scroll down and look at the quantitative options.

And if I scroll down here, there's the quantitative options.

And I would like you to read the descriptions of them and look to see.

So your research design, your methodology, and your design.

Talk about the how to how. So you know what your topic is.

You know what your problem is.

How are you going to collect that data? Are you going to use surveys? Are you going to interview people? Are you going to collect things? Um, you decide.

And so I'm just gonna give you three minutes is probably too much.

Let's just go like one minute.

If you have no idea what you want to do, I would suggest let's pick a case study.

'cause case study is probably the most popular out of this list.

And I will be, um, framing some of my slides coming up based on case study too.

Once you have an idea of which design you want to do, um, make sure that you have your dissertation guide open.

'cause I'm gonna go off of my screen for a second.

You are going to open up that Google doc, and you're going to, in the purpose section, you're going to phrase it like this.

It's going to say the purpose of the methodology.

So either quantitative or qualitative.

And then you design your design is that page that we're looking at in the, uh, dissertation guide right now is two.

And then at that point, you are going to, um, use your methodology and you're gonna use the key words to write your purpose statement.

Okay? So just to give you an example here, I chose a quantitative, so I'm dealing with numbers here.

I'm, I chose a quantitative correlational study.

And so this time you can see my words in yellow, my words in yellow signal, what research, uh, design I'm using.

So to what extent, anytime someone hears to what extent that signals that you're doing a correlational study of some kind, or if they use the phrases is related to, that's another signal that you're using a correlational study.

So you need to figure out what are the key words of the design that you are selecting, right? I'm gonna cheat a little bit and I'm gonna go ahead a couple of slides because I actually give you some clues.

Oh, I'm trying to go on the screen share on the wrong screen.

Okay, so here is a little cheat. Okay? Might be a good idea to take, take a picture of the screen with your phone.

So in this, these are different research design keywords.

So if you are choosing to use a case study, case study is all about perceptions of different groups of people.

So if you're deciding to use case study, the word perceptions almost definitely needs to be in that purpose statement.

To keep in alignment with case study.

If you're using phenomenology, I should see lived experiences.

Um, very few programs can use phenomenology.

It's mostly for, I think it's healthcare that uses, uh, phenomenology, correlational, I should see correlated or related to or to what extent narrative inquiry should be something about stories, something about you can also see lived experiences here too sometimes for Delphi, Delphi is a really good one.

I love when students do Delphi because it is, it's interviewing, but it's interviewing experts in the field.

And you, what you are trying to do is you're trying to get those experts to come to a consensus based on something.

So whatever your idea is, can I get this room of experts all to agree that we can say X, Y, and Z about my topic? Um, so that one's a really cool one to do, but in that one, I should see industry experts and I should see consensus in your problem statement.

And then action research.

Something, um, has something to do with teaching.

Um, I should erase that word.

Impact a word like impact when you're saying that something has an impact on something else, that's a quantitative study.

So you cannot use the word impact, which if you're using qualitative, which a lot of students tend to do that.

And so, um, so keep that in mind.

All right, so on your Google doc, make sure that you filled out your problem statement and your purpose statement.

So you're gonna use that keyword.

Um, so if you don't know what design you're using, let's pick case study and use the word perceptions.

So you're gonna put perceptions.

Um, um, yes, someone said experience. Experiences are okay.

Yeah, perceptions, experience.

I've seen, uh, that's another word that starts with a p and my brain is not working right now.

Um, perspectives, I've seen perspectives sometimes before.

Okay? So make sure you're filling that out on the Google Drive.

All right, are there any questions before I go onto the next part? Uh, there are more keywords for, I just gave you a little snapshot of some of the words.

There are definitely more, um, every single, and I'm gonna get to that in a minute, actually, where you find those keywords.

So if you're, if you wanna leave that part of your purpose statement blank for now, that's okay, 'cause we'll talk about that in just a moment.

But just make sure that your purpose statement has those same keywords that your problem statement does, and your purpose statement needs to have the methodology, the design, and then it has to have the, um, the words that are related to your design.

Um, yes, I will post the, um, the link again, I wonder if there's a way, I know in, um, teams there's a way to pin it towards the top.

I wonder if there's a way in here.

I'll have to examine that for next time.

Okay, so if we have that information, then we are going to, I keep clicking on the wrong screen.

Okay, so we, we tried to, okay, so now with our purpose statement.

So here's where the dissertation guide comes in.

So whatever design that you are choosing to work with for this evening, I would like you to look at the dissertation guide.

And in the dissertation guide, you are going to go back up to the table of contents.

And in your table of contents, you all are so lucky that you have this dissertation guide.

Nothing like this existed when I went to, when I went to my, um, college for my doctoral degree.

And so here, there is a cheat sheet for every one of the designs, every one of those popular designs that we were talking about.

So you're going to go to the page of your design.

All right, so for those of you who I said just to use case study, you're gonna click on case study.

You can link it also, if you don't know this trick on your keyboard, press control F and if you press control f, it will bring up, did you see how it bring up? Bring up that little search box and I can type case study in that box.

Why is it not showing? I put, there we go.

Okay, so you can use control F to bring up that little box.

That little box is going to save your life.

When your committee members tell you, Hey, you used the word this too many times in your dissertation.

You need to go fix all the times that you said this.

So in your dissertation, you're gonna type in this and you're gonna find, oh my goodness, I used it 127 times and you're gonna change.

Not all of them, but many of them. Okay? Um, can you use the word inadequate in your problem statement? And it kind of depends.

I would need to see the whole entire thing.

Um, a lot of times what students do is they have, they see that there's a problem in their field and they are seeing that there's an inadequacy of some kind in their field, and their tendency is to put that into their problem statement or into their purpose statement.

The problem with that is that you are kind of leading your participants into agreeing with you that something is inadequate.

Instead, it would be better to try to not use the word and you let your participants tell you that something is inadequate, because you don't wanna be leading, you don't want to like an ask them leading questions.

You don't want to be only seeking the people who feel that something is inadequate.

So I don't wanna say it's not possible to use it.

Um, I would have to see the whole entire thing.

And, um, Steven, I will include my email address at the end of this.

You are more than welcome to email me and I can give you my thoughts on that if you wanna gimme your exact, uh, problem.

Okay? So we're going to our case study page or whatever page you decided.

All right, so I'm gonna go to page 18.

See, this is why the dissertation guide needs to be fixed because it went to the wrong page.

Okay? So case study.

So then what you're gonna do, if you think that case study is the one that you want to use here, you're gonna read about case study.

So here's where I told you that perceptions is important.

Um, let's say you pick something else, you're gonna read that page and what keywords are you finding from that one? And those are the keywords that you're gonna put into your purpose statement.

If you scroll down a little bit, um, you'll see the type of case studies you need to put that in if you're, if you're choosing it.

But look at this section.

Every single one of the designs that we have included for you in the dissertation guide, it tells you what you have to have for your problem, your purpose, significance, your methodology, and how your research questions should be framed.

And so this is hugely helpful.

So if you are in your res 7 0 9 class, they ask you to write a problem of purpose and research questions.

I'm pretty sure they definitely ask you in your qualitative and your quantitative methods courses, they ask you for to write a problem statement in your doc seven 14 s they ask you again to write a problem statement, write a purpose statement, write research questions.

Those are all things that happen in your access courses.

Those are the practice you are getting, practice writing your problem, your purpose, your research questions.

We do not expect you to be perfect because you are new at this, you're learning this, but if you understand this alignment and you understand how to use the dissertation guide, you're going to be much better off when it comes time to write your real dissertation.

That's why it's important to really treat those access classes special because they are teaching you the how to part of research.

So when you get feedback returned from your faculty members, this is not like your undergrad where, oh, I finished that class check now it's behind me.

No, every one of our classes, it builds, it builds, it builds, it teaches you more and more and more how to research so that by the time you get to DOC seven 15, that's when you're writing your, um, dissert your chapter one of your dissertation, the real dissertation, so that you know what to do by the time you get there.

And so that's why all this like homework ahead of time is important.

Okay? So when you're writing your problem, your purpose, you're gonna refer to this page in the dissertation guide of whatever design that you chose.

So if it's not case study, you're using whatever pages that you chose, and you're gonna read all about it and you'll see like, let's just look at this page, let's look at the research questions, which they're, um, numbered, kind of like the, the alignment is off a little bit here with the R tubing over to the right.

So here you can see what are school administrators perceptions of research.

Question two, what are teachers' perceptions of research? Question three, what are parents' perceptions of? So you can see that word, it's constantly being repeated.

So that's your clue that that word should probably be somewhere within your research questions as well.

So that's where that can come from, okay? The research questions. And so look to see what keywords are shown for the design that you selected.

Okay? All right, any questions before I move on? I love how active you guys are in the chat.

You guys are quiet. Feel free to come off mute if you, um, have questions.

I kind of covered this already.

So turn to the page of your design and look to see how the research questions are formatted.

Again, what keywords do you, so I just showed you case study, case study keeps using perceptions all over again.

And then you can take whatever yours are and you can write them on that Google Doc.

Excuse me. Alright, so here my slide is getting real, real messy, but in this slide you can see the phrases that are similar.

So you can see in the problem, in the purpose in research question one and in research question two, um, and there should be three research questions, but just for space, I only put two of them.

Um, because with case study, this is important.

Those of you who are using case study, you need three data collections.

And so you should have a minimum of three sentences, one for each data collection there.

Alright? So here you can see each one of them says college professors.

Each one of them says teaching methodology training.

Each one of them says meaning the 21st century college students.

So this is a way that you can keep everything in alignment is by using those keywords, right? And then using the words that signal that you're using, whatever design you are in this case, um, this one uses a qualitative exploratory case study and you can see that it

has perceptions and perceptions, okay? For case study you can notice that it's the same question, it's the same exact question.

The only thing that was swapped out is one is asking for professors and the other one is asking for students.

Okay? So that's how case study is kind of formatted most of the time.

Not all the time, but most of the time. Alright? Um, I showed you the next slide already ready.

So let's go to this one.

Alright, here's my little disclaimer for this evening.

So in your access courses, they're teaching you the how to part of research.

All of your access course teachers, all the faculty members in the whole entire program.

We all have our doctorates, we have all gone through this, um, experience before we are all bringing something different to the table because my experience is not the same exacting as someone else's experience.

And so you need to keep that in mind that even though I'm giving you these prompts, I'm giving you these, um, sentence stems to use your chair and your URM might come to you and they might say, you know what, let's tweak this a little bit.

Let's change it a little bit.

You need to keep in mind that, um, that your chair and your URM are bringing their own experiences.

We are bringing what is required of us from Phoenix.

We are taking what we know about the DCA and we're putting it into our feedback to you.

A lot of times students don't realize the level of feedback that you're going to get when you're writing your dissertation.

And that's because your dissertation at the end of this is going to be a publicly available document online for others to view and see and download and use to guide their own research.

So it's practically like you're writing a book.

So you can't have mistakes. It needs to be near perfect.

So you need to get used to having, um, give feedback given to you.

And we're giving it out of love.

We're giving it because we want you to do better.

We're doing it because we want your end product to be good.

We're not doing it to be mean or nasty or anything.

There's a whole webinar on humbly accepting guidance.

So I highly recommend that one.

If you are, um, if you're feeling that, oh, my chair's picking on me, my faculty's not me.

So make sure you check that one out.

Um, your topic and your problem formation rests with your chair.

So you could be going through your access courses, you could be taking classes with them and practicing different problem statements and purpose statements of research questions.

And you can get all the way to seven 15 and your chair and your URM says, you know what? That's not working. Let's, let's tweak this a little bit.

They will, the only time they would ask you to completely scrap your entire topic is if you picked a topic that was not aligned to your program.

In that case, they would ask you to probably start over and pick a different topic.

But most of the time, not all the time, but most of the time, by the time you get to seven 15, it's a matter of making tweaks to what you already have.

So most of the time you're not having to throw away the whole thing.

Maybe you might need to throw away your whole idea that, you know, I really wanted to use case study, but my URM had a really good point and now I'm not using case study anymore.

That does happen often. Okay, Dr. Baker. Alright there a question in the chat.

It says, uh, why is the qualitative descriptive method not in the, it says dg, which I'm assuming is dissertation, not that's Dissertation. Yep.

So we have discussed this one before and the descriptive, um, it's really difficult to do a descriptive dissertation with integrity.

Um, and the reason why I say that is because the descriptive, um, design is at face value.

It looks very simple compared to the others.

None of these are simple but compared to the others, it looks like it's a very simple one.

And we do not want students to resort to using the simple one because a descriptive method, descriptive design, there's so much more that goes into it, but students fall back on the basics and we don't want that.

So I would recommend that you probably not use a descriptive, um, or have that conversation with your faculty members and with your URM and your chair, when that time comes, I would recommend you probably not, not use it.

Um, 'cause it's difficult to do with integrity.

Alright, next one.

Alright, so let's talk about the dissertation template.

So I'm gonna ask you to go back to the dissertation guide.

And on this dissertation guide, you can use the control F to type the word template or you can go back up to the table of contents.

You can see that the table of contents is linked in the header too.

You can just go back up to the table of contents and we're gonna find where the template is.

All right, so where to go? I'm gonna go back up to my table of contents 'cause it's not showing me.

All right, here we go. Um, the dissertation template, it's one of the links that's not working.

So I'm gonna go, I'm gonna go to page 82.

Scroll all the way down to one of the last ones.

Actually the template is after that.

See, I really do not like Adobe. Oh, here we go. Here.

The page numbers are okay, it's gonna be somewhere around page 82.

So here we go. The dissertation template.

So if you go to the dissertation template and this link, maybe it's not working either or at least it's not on my computer.

If you um, open that up, it'll open up to the dissertation template, but we don't need to see it for our purposes 'cause it's actually written right down below here.

So when you open this document here, if you right click on this, it'll open a word version of the template.

And so make sure that when you're getting ready to start working on your dissertation, that you're actually using this dissertation template.

Um, for those of you in your access courses, there's a prospectus template in the same exact document as well.

And so make sure that you're using that prospectus template as well.

But this one, when you open it up, it'll open to this.

This is all ready formatted for you.

It has the page numbers, correct.

It has the, the type of headings correct.

It tells you where things need to be.

This, oh, if only I had this when I was going through my program, I spent a literal entire day working on my page numbers, just page numbers when I was working on my dissertation.

So this document, make sure that you're using this one.

And if you scroll down, it goes through, you're eventually gonna have all things.

Your abstract doesn't come until the end.

It's gonna have your dedication, your acknowledgements, all written at the end.

It has your table of contents for your document list of tables.

And then here we go. So here's the start.

Here's the start of your chapter one.

This template is so amazing because anytime you are working on a new section of your dissertation, you're going to open up the template.

And when you open up the template, it tells you exactly what should be in the introduction section.

So you're going to read that first, and then you're gonna write your introduction.

Then when you scroll down, the background section comes next.

It's going to tell you exactly what you need in the background section and so on and so on.

When you get to the problem statement section though, who remembers what are we gonna use for the problem statement section and the purpose statement section and the research question section.

What are we gonna use? You guys remember somebody shout it out or put it in the chat, what are we gonna use? So we're gonna use this, we are gonna use keywords.

Yep, that's not what I was referring to, but that is good.

You are absolutely gonna use your keywords.

Um, you'll, you, you'll use some of what's in your praises if you end up using that for your, um, for your dissertation topic.

What is the title of our workshop? What are we gonna use? Dissertation guide.

Yes, you're gonna use a dissertation guide. Okay.

So right now we're looking at the template, which is in the guide.

But when we get to the problem statement and purpose statement and research questions, that's when we're gonna turn to the page of our design.

So you have to read this, you're gonna read this part here, and it also says, oh, I don't like how it's split.

You're gonna say, it says review the CDS dissertation problem statement section associated with your selected design.

So you're going to read this paragraph and then you're gonna go to the page of your design.

And if you go to the page of your design, it's gonna tell you what else your problem statement needs.

This is general, this is what everyone's problem statement needs.

What your problem statement needs is gonna be determining by what design you use.

So you're gonna go to the page that has to do with action research or Delphi or whatever.

Okay? Same thing with purpose.

You're gonna read this, but you're also going to use the page in the dissertation guide that has your design.

And then you'll read about population, you'll read about significance.

You'll read about them before you work on them. Okay? So I know for example, that there is a section in, I think it's in the qualitative methods class.

I don't remember the number off the top of my head.

Res 2 7 24 maybe.

Um, there's a discussion question in that class.

And the discussion question says, what design are you planning to use for your mock study? 'cause at that point, it's just a, a pretend study.

What are you going to use for your mock study and why? Well, that discussion question is basically your nature of the study section.

And so it's really good if you can get yourself organized in your access classes, because if you end up using the same exact design that you were talking about in your res 7 24 class, you have half of your nature of the study section written already.

So that's why it's really important to just be organized and preview this ahead of time.

Because as you're taking those access classes, you can be like, Hey, I read something about that in my dissertation.

And you can start saving notes.

You can start, you know, copy that discussion question that you wrote and put it into your template and say, Hey, I wrote this in 7 24.

Check to see if this applies. This might be good. Okay.

Yes, your p is your chapter P is just a fancy word for chapter one.

Yep. So when you're writing your chapter one, um, all right.

And then your research question, same thing.

And all throughout this goes through each of the chapters of the dissertation to tell you what you need in each of them.

All right, back to my, um, oops, I lost what, uh, I lost what slide I was on.

No, I'm not even, I pulled up the wrong one.

Here we go. Okay. Alright.

And then, um, then we already walked through the template and then it's important to remember that we have the dissertation criteria assessment also.

So the CRI dissertation criteria assessment, um, is a good place to look at.

Um, I'm just looking through the chat, says I'm a returning student.

Um, yes, if you are, if you're coming back after being, um, out for a while, you do need to look at the dissertation guide to see what has changed since you've been back.

Um, also, uh, the person who asked about descriptive design, if you've been out for a really long time and you had a topic going, they might, they might actually recommend that you do a descriptive design.

So it kind of all depends. Um, DCA is an excellent rubric.

Is it normal for alignment to be good in seven 14, then often seven 15? Okay, this is an excellent question, Steven.

So when you're taking your access courses, your access faculty members, they are sometimes, uh, PVS panel validators, they are a, a member of your, um, of your committee.

They don't come in until the end.

Some of your faculty members are chairs.

Some of your faculty members are URMs.

So we are all familiar with the dissertation process.

We're all familiar with the DCA and the template and the dissertation guide and all that.

Everyone's gonna be a little bit different.

The thing that is important to remember is when you get feedback in your access courses.

So let's say you wrote a problem statement, you wrote a purpose statement, you wrote research questions, and you got some feedback on them, and then you went to the next class and you moved on with your life.

It's really important to know that just because you submitted them and just because you earned a grade on them, that does not mean that your problem, your purpose, your research questions are approved.

At no point throughout the entire program are your actual research elements approved.

And I say that because even when you get to Doc seven 15 and you're writing your chapter one, you are going to go through your program.

When you're writing your chapter five and you're almost done, you're gonna look back and you're gonna be like, you know what? I should have added that to my chapter one.

And you're gonna constant, it's this iterative process.

You're gonna be in this cycle of read, write, revise throughout the whole entire program.

So even when you, your chapter one or your prospectus or whatever, even when it's marked as approved, that's not an approval of your work.

That's an approval that you have shown potential and we are approving you to move on.

It's not that your topic has been approved.

Your topic will never be approved until you speak with your URM and your chair.

And at any point it could change.

You're gonna tweak things all along the way until you have signatures, until you have that diploma.

It could, it could, things could change a little bit, okay? Um, correct. It is not done until the diploma is delivered.

Yep. That's a really good question.

Um, okay, let's see.

Um, I just wanted to make sure that you all know about the upcoming events that are coming up if you don't have this page saved to your favorites.

If you could please make sure that you have this page saved to your favorites as well.

It is the events page. Come on.

Okay. And I will put a link to that in the chat as well.

This events calendar, we have so many wonderful events that come up.

Um, where did the calendar go? Oh, it just didn't load yet There.

Look at all those events that we have for the month of March.

Um, those are wonderful programs.

The person on here who said that they are returning after being out for a while, there's a doctoral student orientation that we go over all those changes.

So that one might be a really good one for you to recommend.

Off the top of my head, I don't know when the next one is, April sometime.

Um, but that's a really important one to have for you. Okay.

We only have about four minutes left.

Um, I know that Dr. Smith is putting a link in the chat of the survey.

If you could all please make sure to fill out that survey 'cause it really does help us with our planning and how we are going to, uh, host these webinars in the future.

So if you could please make sure that you do that.

Um, my mouse is frozen and I cannot get to the chat.

Lemme try this here. It's still frozen.

Okay. I was just going to put my, I told someone I would give them my email address and now it's my mouse is frozen.

Um, Dr. Baker, I can put it in the chat for you. Okay.

It's Nicole. Which one? Oh, okay. Yeah. Alright. Yep.

Nicole, doBaker1@phoenix.edu.

Baker one at at at Phoenix.

Do edu. Yep. Okay. I will do it right now.

So if you have, I know how, um, a lot of these webinars you're like, oh shoot, I should have asked that at the webinar.

If something comes up after tonight, please feel free to email me and I am happy to answer any questions.

I will say that I am not allowed to review your work.

I'm not allowed to. Um, I can provide guidance is what I can do.

I can provide guidance and I can point you into the right direction.

Um, I'm absolutely willing to like look at your problem statement or whatever, um, and I can help you with that.

All right. Are there any last minute questions that are for the good of the group while we are all together here? Moral of the stories is, has her hand up.

Dr. Underdo has her hand up. Dr. Unal So much. Um, I was on mute, sorry. Thank you Dr.

Stella for, uh, recognizing my hand.

And Dr. Baker, I just wanted to thank you for, um, presenting this dissertation guide.

Um, I try very hard to emphasize the importance it, it has in every student's, uh, journey to getting the doctorate.

It is sort of, it's a guideline that answers so many questions and by, you know, how they talk about knowledge is power, yes.

But also knowledge is peace of mind.

And the doc dissertation guide has answers to so many questions.

And one of the primary, um, value that it has is the ability to help students, all of us understand what is expected.

And then by understanding it if there are questions that can be clarified, but ultimately knowing what the expectations are is the first step toward reducing frustration and expediting completion.

So Dr. Baker, by you choosing this, uh, reference material to discuss, I can't tell you how thrilled I was when Dr.

Stella, she sent this out and I thought, oh wow, that's March 18th is like couple days from now.

But anyway, no better late than ever.

I was very happy to be able to find a resource that for students who are able to attend, and I guess there's a recording of all this, it's invaluable because this is something that can help people when they look at an assignment and they think, what am I supposed to do? This explains what's, what is expected and how to get there.

And I, I just think that since I have the privilege of working with students who are in the first year of the program, this is the time to locate reference materials that make a difference.

Not when you're doing the oral defense and saying, oh, I wish I had known that this was here.

Now's a great time. And you, Dr. Baker have made that possible.

So thank you very much.

I, I publicized and tried to invite as many people as I could in my class and I'm so grateful to see that they were able to come.

But to you, Dr. Baker, for providing this, it is absolutely invaluable.

So thank you.

Yes, thank you so much. Thank you.

I appreciate you coming too. All right.

Are there any, uh, last minute questions I just wanted to add Dr.

Unal mentioned about the recording.

Um, so the recording and a copy of the, the PowerPoint will be available on the research methodology group teams.

So if you look in the chat, there is an incredibly long link that is the link to the teams.

If you click that and you're not currently a member of the teams, it will send a message and you will become a member of the teams because we will, um, grant you access and in the next probably gimme 24 to 48 hours, it might be faster, but I wanna give myself a little bit of breathing room.

Um, we will post the recording, um, and the, uh, PowerPoint for the session there.

Um, and so yes, you can have, you will have access to that.

We will also send a follow up email to thank you for attending and it will have links to where the PowerPoint, um, and recording are, as well as, um, a link to that survey as well.

So if for some reason it doesn't work or you don't get to it right now, even though we hope you will, um, you'll get another chance when this email comes out.

So thank you. There is one more, Tina.

Hello, Dr. Smith. Hello, Dr. Baker. Thank you so much.

This is Tina Simpson and thank you Dr.

Andwell for your comments. I have a question just about the colloquium.

I just registered and I noticed there are different times for different days, which is on located also on the resource side that you said the schedule, um, are you have to register for every day.

Um, I went, I went in person last year to Phoenix, but I'm just curious, is that because not everybody's available for different times and if you are registered for a certain day, like on Monday at 1130, are you gonna have the same things on Wednesday at nine? Or is do you register for everything? I guess that's what I'm asking.

I'm not positive about the registration specifically, but I do know that the workshops that have the same name, they're just presenting the same information twice.

So you don't have to go to the duplicate webinar or Yeah.

Um, okay. I'm not sure about the registration.

I, I wouldn't think that you would have to register for each individual session, but maybe I don't, I'm not sure.

Okay. So, okay.

That's what I was curious about. Thank you. I Think it's register for the day, so like for the full day.

So I've seen that some, um, students have had to register for each day because it's five days.

Right. But it's not per session.

And um, every session is done at least twi or conducted at least twice depending on, um, oh, to allow more students to have access to the, to that presentation.

So as Dr.

V said, like you wouldn't want, well you might wanna see a presentation twice, I don't know.

But um, but they will be conducted twice.

Okay. And probably at different times, I assume so that everyone has that Yes.

Opportunity. Uh, Yeah, different times and different days.

Okay. Great. Thank you.

Thank you for your presentation, Dr. Baker and Yes. Yes. Thank you.

All right, well if no one has any other questions, you are free to log off, enjoy the rest of your evening.

I'll hang out just for another couple minutes just in case anyone has any lingering questions.

Otherwise, my uh, email address was in the chat.

Feel free to email. Please fill out that survey.

And then have a wonderful evening everyone.

Thanks for coming in. Appreciate it.