

EDCS 899 2C
Dissertation Preparation
University of South Carolina
Department of Instruction and Teacher Education

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RECOMMENDED/SUGGESTED TEXTBOOKS

Please consult the Dissertation Preparation website for Guidance documents and resources here: <https://sites.google.com/view/dissertation-preparation/home>

A list of recommended books is available on the Dissertation Preparation website here:

<https://sites.google.com/view/dissertation-preparation/list-of-recommended-books>

STATEMENT OF COURSE GOALS AND OBJECTIVES

This course is Part 2C Dissertation Preparation. This course is an 899 course intended to satisfy University core requirements in the accelerated, online EdD Curriculum & Instruction (C&I) Curriculum Studies (CS) program. This course is open to graduate students seeking to fulfill core 899 requirements for graduation in the accelerated online program.

The course will guide the students through the stages of completing chapter 1, 2, and 3 of the Dissertation in Practice (DiP). Upon successful completion of this course, students will demonstrate scholarly writing skills to cover the criteria described in the tables below:

CHAPTER 1

Subheadings	Descriptors
No subheading	<p>Description: Opening Narrative for the Problem of Practice that is grounded in your specific context.</p> <ul style="list-style-type: none">● Provide a rich description of the problem of practice on which this study will focus.● The narrative could take on many forms including but not limited to:<ul style="list-style-type: none">○ A vignette (one semi-fictional, exemplar story based on multiple experiences that captures the essence of the problem and conveys an emotionally rich connection to those involved)○ A rich description of a critical incident from practice. This could be in the form of a short story or a summary of an event that exemplifies the problem.○ A historical account of the problem of practice as it has occurred in your context over time.● Depending on the guidance from your dissertation chair, the narrative may be written in either 1st or 3rd person.
Problem of Practice	<p>Description: Clear, explicit and succinct description of the specific problem of practice followed by a brief review of the very relevant research literature concerning the problem.</p> <ul style="list-style-type: none">● This a short review of the very relevant literature that situates the problem on the local or national context of education.● The purpose of this section is to demonstrate that the problem of practice is similar in many ways to larger problems but also unique in its contextual significance.● The problem of practice needs to be persistent, contextualized problem of practice embedded in the work of professional practice

	with the potential for positive impact on, and reciprocity with the field.
Theoretical Framework	<p>Description: Provide a brief summary of the synthesis of the specific theories that inform your understanding of the problem and lead to the decision about your intervention.</p> <ul style="list-style-type: none"> ● Describe the specific theories of curriculum or instruction that guide your decisions in conducting this study. ● This section should include only the very relevant literature that articulates the theories by which your study will be guided. ● You might begin by describing each theory discreetly but should end this section with a description of how you are synthesizing the theories into one framework for the study.
Research Questions	<p>Description: This section provides a concise description of the purpose of the study (why it is being conducted), clearly stated research questions, a rationale for why the specific research questions were selected and why this particular intervention was chosen.</p> <ul style="list-style-type: none"> ● Provide a concise description of the purpose of the study ● Clearly articulated description of the research questions on which the study will focus. ● A concise summary of the proposed intervention. ● Conclude this section with a brief rationale for why these questions are the focus of the study and why this intervention was selected over others.
Researcher Positionality	<p>Description: Summarize your own positionality as it relates to the problem of practice and the study more generally.</p> <ul style="list-style-type: none"> ● Identify where on the continuum of positionality you see yourself and your collaborators.

	<ul style="list-style-type: none"> ● Identify your role as the researcher and the level of collaboration with colleagues/participants that will occur in the study
<p>Research Design</p>	<p>Description:</p> <ul style="list-style-type: none"> ● Provide a brief description of research design (e.g., action research, mixed methods, case study, ethnography, etc.) and why the design is most appropriate for the research questions/study. ● Provide a brief description of the context and setting of study. ● Briefly describe the participants that will be involved in the study. ● Briefly describe the specific instruments for data collection you will use in the study (e.g., surveys, focus groups, interviews, observations, document analysis) ● Briefly summarize the methods of analysis you will use to analyze the data you generate (coding, quantitative analysis, etc.)
<p>Significance of the Study</p>	<p>Description: Summarize and explain how the research study is relevant to educational research and best practices. Explore the significance or importance of developing a deeper understanding of your research topic.</p> <ul style="list-style-type: none"> ● Affirm the benefits of Action Research and why it was the approach selected for this study. ● Affirm that while this study is intended to generate knowledge, Action Research it is not intended to be generalizable or demonstrate external validity. THIS IS NOT A LIMITATION. ● Describe the intended audience(s) for this study and what they might gain from it. You might discuss the intended audience and how other audiences might find it evocative.

<p>Limitations of Study</p>	<p>Description: Focused on the specific limitations associated with the study focus, research design, number of or attributes of the participants, etc.</p> <ul style="list-style-type: none"> ● Describe the limitations of the study. These could be that the study was completed under certain constraints, ran into challenges that had an impact on the findings, etc. You might also focus on the methodological decisions and their impact. (This may not be fully developed until after the study is completed. In the proposal phase, consider limitations that are due to the timing, the participants, or other relevant challenges.)
<p>Organization of the Dissertation</p>	<p>Description: Briefly describe the basic organization of the rest of the dissertation.</p> <ul style="list-style-type: none"> ● Briefly describe how the rest of the dissertation will further describe the study. Provide sufficient but brief details about each subsequent chapter. (Again, at the proposal phase this may be a very general statement about the organization of a dissertation.) ● This section also serves as the conclusion of Chapter 1.
<p>Glossary of Terms</p>	<p>Description: Provide a list of all of the important terms or constructs used in the study.</p> <ul style="list-style-type: none"> ● Identify and define the significant terms used throughout the dissertation. (This may not be fully developed until after the study is completed). ● Provide a citation for each definition.

CHPATER 2

Literature Review Guidance Document

Write a 25-30 page Literature Review that includes the following headings:

1. Introduction of the topic and its relationship to the scholarly literature (don't use the heading: Introduction. Start writing the introduction after the heading of Literature Review
 - i. Statement of the Problem of Practice
 - ii. Research Question (about the PoP)
 - iii. Purpose of the Study
2. Literature Review Methodology and Purpose
3. (Headings and Subheadings: depending on your topic)
4. Conclusion

INTRODUCTION (Don't use this term for heading) (2-3 pages)

Begin the chapter by reiterating what you presented in Ch.1 regarding the following.

Your research problem of practice (problem statement)

A brief rationale for the problem of practice (purpose statement).

A brief discussion of the underlying causes of the problem of practice.

Your identified research question(s)

Briefly reiterate the description of the problem of practice, rationale, underlying causes and research questions. Summarize what you presented in Ch.1.

The organization of the chapter

In one paragraph, list the major themes that you will address in your chapter. In other words, create an advance organizer for the rest of the chapter.

LITERATURE REVIEW METHODOLOGY AND PURPOSE

(1-2 paragraphs)

Purpose of the literature review	Discuss the importance of literature reviews in general, using citations. Then, describes your understanding of the importance of the materials you have chosen for this review; why use these materials? How will they help you in your eventual research project into a problem of practice?
Literature review strategies	Briefly describe the strategies you used to search the literature. List the names of the search engines and databases you used (ERIC, EBSCO, etc.) and types of sources you used (peer reviewed journals, textbooks, websites, personal communications, etc.)

SUBHEADINGS SPECIFIC TO YOUR RESEARCH that describes related review of research and literature as follows

Theoretical Framework	Discuss the curriculum, learning, or other theories that frame your problem of practice and proposed intervention. Use seminal work and primary resources. The theoretical framework needs to demonstrate a comprehensive knowledge of the literature on your topic by acknowledging the original proponents' theories and principles that underlie your problem of practice topic.
Historical Perspectives	Describe the historical perspectives that contextualize your own problem of practice, demonstrating a comprehensive knowledge of the literature on your topic by acknowledging the historical chain of thought that underlies your problem of practice topic.
Link to Social Justice (Don't use this wording for the heading).	You have the option to dedicate one or several headings highlighting how your study relates to social justice and equity OR you can intertwine it with the content

	<p>under the previous headings. Make sure to address social justice links to your problem of practice as well as the implications of your proposed intervention/innovation/change on the social justice and equity in the setting of your study.</p>
<p>Related Research</p>	<ul style="list-style-type: none"> ● Include comparisons/contrasts of different points of view and/or different research outcomes. The cited research needs to be current (not more than 6 years old) unless it is of historical importance or if very little research is done on the topic. ● When citing research studies, briefly go over the purpose, the sample/participants, the type of research (quantitative, qualitative, case study, etc.), methods, findings, and recommendations. This should not exceed one paragraph per study unless the study has seminal or historic importance. ● Select studies that reflect the use of differing methodologies to investigate the outcomes of interest. ● Discusses the relationship of the present action research study to previous research studies.
<p>Summary (1 page)</p>	
	<ul style="list-style-type: none"> ● Summarize the relevant research and literature used. ● Relate to the present action research study.
<p>APA/CONVENTIONS OF WRITING</p>	
	<ul style="list-style-type: none"> ● Written in academic English ● Double-spaced

	<ul style="list-style-type: none">● Free of spelling and grammatical errors● Completed within the suggested page length (25-30 pages)● Attentive to the criteria with headings and subheadings● Free of APA errors in text and in the reference list
References	
	<ul style="list-style-type: none">● In text: describe primary sources within the content of the related review of research and literature drawn from acceptable peer-reviewed journals and/or sound academic journals and/or there is a justification for using other secondary sources.● Reference list: show all references cited in the paper. Only list the sources you cited. Do not list sources you reviewed but did not cite.

CHPATER 3

Paradigm Approach	Justify the use of the action research paradigm in relation to your problem of practice.
Methods	Describe the research methods used in your study (qualitative, quantitative, or mixed methods). Justify your choice as it aligns with the research questions, using citations.
Setting or Research Site	Describe the research site focusing on the details that relate to your problem of practice. Make sure to describe the broader setting (school, community, etc.) and the specific setting of your study (classroom, etc.)
Sample (or Participants)	Describe the participants in details, specifying the selection criteria, size, demographics, and other relevant characteristics.
Intervention	Describe in great details the design and implementation of the intervention.
Data Collection Instruments	Describe every instrument used for data collection including field and/or observation notes. Specify the type and characteristics of the instrument. Create a table that shows alignment between instrument, research questions, and type of data collected.
Pilot Study	Briefly describe the pilot testing process of all instruments created by the researcher (you).
Data Collection Methods	Describe in details the process through which you collected data with each instrument.
Data Analysis	Describe the methods used to analyze each type of data (qualitative and/or quantitative). If using qualitative or mixed methods research design, make sure to discuss the process of triangulation.

Procedures and Research Plan	Briefly describe the procedure of implementation of the research.
Rigor and Trustworthiness	Discuss measures taken to ensure rigor and trustworthiness as it aligns with action research and the research methods used (qualitative, quantitative, or mixed methods) Discuss ethical considerations.
Positionality if not discussed in Ch.1	Description: Summarize your own positionality as it relates to the problem of practice and the study more generally. <ul style="list-style-type: none"> ● Identify where on the continuum of positionality you see yourself and your collaborators. ● Identify your role as the researcher and the level of collaboration with colleagues/participants that will occur in the study
Summary	

GRADING

The completion of the chapter 1, 2, and 3 equals the passing of the comprehensive exam. A grade of T indicates satisfactory progress and passing the course. A grade of U indicates unsatisfactory progress and failing the course.

ACADEMIC INTEGRITY

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

ACCOMODATING DISABILITIES

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email

sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.