

Your Dissertation Proposal

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Vision

- | Think of your dissertation as part of a discussion with past researchers and of researchers that are yet to come.
- | We do not do doctoral level research to **confirm knowledge** but instead to achieve 'new' knowledge.

Four Warnings to consider:

- | There are several practical considerations that almost always need to be considered when deciding on the ***feasibility*** of a research project.
- | First, you have to think about **how long the research will take** to accomplish.
- | Second, you have to question whether there are important **ethical constraints** that need consideration.
- | Third, can you achieve the **needed cooperation** to take the study to its successful conclusion.
- | Fourth, how significant are the **costs** of conducting the research. Failure to consider any of these factors can mean disaster later (Trochim, 2006).

Dissertation Vs Research

| Dissertations must Follow Graduate School guidelines, whereas criteria for style and organization of a research paper are at the discretion of the instructor.

Journal articles adhere to the guidelines of professional organizations



Proposals Must Demonstrate:

- Potential to contribute valuable knowledge to the field by solving a “real” problem.
- A sufficient plan to assure completion of a **scientifically based research project**.
- Possess the level of intellectual rigor and scholarship commonly expected at the doctoral level.
- Ability to pass the **ROC** bottom test.
 - **Researchable (doable), original, and contributory.**

Scientifically Based Research

- | Application of rigorous, systematic and objective procedures to:
 - **Obtain reliable and valid knowledge relevant to your area of expertise with**
 - **Sufficient detail and clarity to**
 - **Allow replication or the opportunity to build systematically on findings.**

Education Week Jan.30,2002 – No Child Left Behind Act

Dissertation Writing:

- **is the highest level of academic writing.**
- **needs to be both objective and credible.**
- **requires that all statements and claims be supported with sufficient evidence to ensure their validity and relevance to the study.**

Profound questions need to be asked and answered.

Dissertation Writing:

- **Requires that statements which seemingly counter or refute the authors claims be presented and analyzed.**
- **Primary sources and recent (not past 5 years, if possible), peer-reviewed, refereed journals should make up the overwhelming majority of references.**
- **Germinal works need to be included in order to present an historical overview of the topic and foundational research.**

Responsibility of Researcher

- | A researcher must maintain high ethical standards in research studies.
- | Must show honesty and adhere to academic integrity.
- | Show sensitivity to research participants and follow ethical guidelines.
- | Must use appropriate procedures and methods in research.
- | Report research honestly and fairly.
- | Give credit where credit is due.

Responsibility of Researcher

- Follow federal laws.
- Provide sufficient data so that other researchers can build on the study.
- Reference sources used and give credit to participants involved in the study, while protecting their privacy.
- Avoid bias and conflict of interest.
- Avoid plagiarism.

Proposals Are:

- | Written in the future tense.
- | All pieces must fit together.
- | Change one thing – change many things.



To do Good Research

<http://academic.brooklyn.cuny.edu/education/jlemke/guidrsch.htm>

- | Acquire the skills and techniques of data collection, analysis, and presentation.
- | Use good judgment, about:
 - what is worth investigating,
 - what methods will yield interesting results,
 - which bodies of knowledge or conceptual theories to draw upon, and
 - How to connect your results back to these conceptual theories.

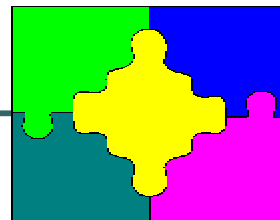
choose a Topic:

Once you find the field you wish to plough, you will choose a piece of land to cultivate.

- | Interesting to you – passionate better – but be careful to not be blinded by passion!
- | You are already very knowledgeable about. You will be the **EXPERT!**
- | Contributes toward your career goals.

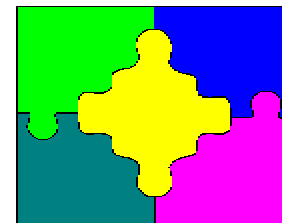
You will find the field you wish to plough.

You will be putting together a 1000 piece jig saw puzzle



Choose a Topic That:

- 1) passes the ROC bottom TEST.**
- 2) fills a *true* void in the literature or...**
- 3) replicates a study in a different environment or time or...**
- 4) extends prior knowledge by testing a theory (quantitative) or....**
- 5) develops a new theory (qualitative)**



Find a Topic through

- | **Networking.**
- | **Professional journals.**
- | **Listservs.**
- | **Other dissertations.**
- | **Professional meetings.**
- | **Reviewing the literature.**
- | **Forming a focus group.**



Once You Find a Topic + Problem to solve

- Check with faculty mentor.
- Find committee members who like topic – knowledgeable better.
- Formalize process.
- Map out plan
- Blueprint
- Share
- Join listservs



Dissertation Proposal

- | Chapter one
- | Chapter two
- | Chapter three
future

Dissertation

- | Chapter four
- | Chapter five
past

- | Introduction
- | Lit review
- | Methodology
- | How this affects
Leadership/social
change/policies
- | Analysis of data
- | Conclusions

Chapter One – Snapshot of Proposal

- | Introduction
- | Purpose
- | Significance
- | **Problem statement**
***see presentation**
- | *Critical* Background
of Problem –*pro/con*
- | Definitions
- | Nature of Study
- | Scope/limitations
- | Theoretical
Framework
- | Assumptions
- | Research questions
- | Hypotheses



Purpose

- **Why are you doing this study?**
 - To get your degree is not sufficient.
 - The purpose of this study is to:
 - *Never been done before???? Not good enough!*
- **Qualitative:** seek to explain, explore, call attention to a problem, determine why a phenomenon exists, *explore possibilities...*



Purpose

- | **Quantitative:** seek to examine/analyze a relationship between two or more variables and/or test a theory. The variables (both independent, IV, and dependent, DV) should be clearly defined in both the purpose and the problem statement.

Purpose - jargon

- **The twofold purpose of this qualitative transcendental phenomenological study are to explore the lived experiences and perceptions of executives who act as ethical change agents (Husserl, 1900/1901) and to describe how executive perceptions facilitate, through interpersonal communication (Stanko, 2000) and behavior, the integration of ethics program strategies that support company-endorsed ethical behaviors. Approximately 14 senior banking executives and 14 non-executives in Arizona and California will participate in this study.**

According to Creswell (2003, p. 648)

- The purpose statement details the reason why the study is being conducted.
- It distills the study into one or two declarative sentences from which the entire study will emanate.
- Problem: your family is hungry. Solution: obtain flour, cheese, tomato sauce, and pepperoni, for the *purpose of making them a pizza to solve their hunger problem.*

According to Creswell (2003, p. 648)

- **Purpose statements can be supplemented with additional information for clarification, but a single, succinct sentence that captures the essence of the study should identify the (a) research method, (b) the problem the study will examine, (c) the audience to which the problem is significant, and (d) the setting.**

According to Creswell (2003, p. 648)

- **The purpose of this (a) quantitative descriptive research study is to (b) determine the degree to which emotional intelligence and the affective domain of learning affects the retention of online learners and the online-learning environment. (c) An understanding of this relationship could help teachers and administrators enhance their praxis to improve student retention. (d) Members of professional organizations will be surveyed at their professional meetings.**

Purpose Statement

- **The purpose of this quantitative study, using Evaluative Comparative Case Study methods, is to compare the experience of English Language Learners enrolled in different programs, in acquiring literacy skills and completing their education. Adults ‘authentic’ real life experiences (the *Shop-Talk* Methodology) will be compared with prescribed traditional techniques. In depth interviews and archival data will be analyzed to help determine which program is most efficacious.**

PROBLEM STATEMENT

- See Problem Statement Presentation



Significance

- Who cares?
- What type of contributions will you make to your profession? Society?
- What would happen if this study were not done?

Statement of Significance

- | The data from this study could provide educators in the field with a working framework on strategies that could help adult learners gain better literacy skills and boost retention. In addition, practitioners could design curriculum that could help adult learners and practitioners form mutability in learning and applying real life skills.**

Statement of Significance

- **The results could support the most appropriate method to use with adult learners. New adult literacy training programs for teachers and students could then be implemented based on the results. In addition, the results of this study could yield a new way of teaching adults and facilitating their completion of their program while helping to bridge the literacy gap in adult learners.**

Significance of Study

- | This study is important because the relationship between online learning and non-cognitive factors such as emotional intelligence and the affective domain of learning may be key indicators of retention in an online-learning environment (McLeod, 1991; McKeachie, 1976; Vygotsky, 1962; Mills & Spittle, 2001; Krathwohl, Bloom, & Masia, 1956; Kort & Reilly, 2002; Pacific Crest, 2000, 2001). By examining these relationships, educators and administrators could be provided with valuable information regarding the influence of non-cognitive factors in retention of online learners, which could enable them to better assist their students and to increase revenue.**

Background

- Root of problem.
- When did this begin?
- What are some germinal works addressing this situation?
- Bring up to the present.
- **CURRENT ORIGINAL SOURCES**



Nature of Study

- | Methodology – Choice and application
 - Correlational?
 - Case Study?
 - Phenomenological?
 - Delphi?
 - Experimental?
- | Epistemology.
 - Criteria for Knowledge.
- | **How will you answer your research questions and solve your problem? Be brief – this is a “preview” of Chapter 3**

Nature of Study -jargon

This qualitative study will employ an empirical phenomenological method, following the modified model of the van Kaam method, as modified by Moustakas (1994). Moustakas asserted: “The empirical phenomenological approach involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the lived experience” (p. 13).

Limitations (Weaknesses)

- | Demographics
- | Sample – convenience? purposeful? Size?
- | Time?
- | Philosophical framework?
- | Instruments?
- | Variables? Confounding variables?
- | Limitations are beyond your control. However you need to convince the reader that they will not hamper your findings.

Delimitations

- These are within your control.
- You can decide to focus on one ethnic group, one unit of analysis, etc.
- This will bound your study and allow the reader to understand what is included and excluded.

Theoretical Framework

- **Quantitative:** Usually *deductive* and placed in the beginning of the study.
 - **Present a theory (for example why calculators are not being used in a classroom).**
 - **Gather data to test the theory.**
 - **Based on theoretical framework.**
 - **Each Variable rationalized.**
 - **Return to the theory at the end of the study to confirm or disconfirm, i.e. dispute.**

Theoretical Framework

Qualitative study – Usually *Inductive*.

- **more concerned with building a theory than testing one.**
- **It can be introduced in the beginning but will generally be modified and adjusted as the study proceeds.**
- **The theory or theories presented should be consistent with the type of qualitative design.**
- **It can/should be compared and contrasted with existing theories at the completion of the research.**

Qualitative Studies

- | **Qualitative studies may pursue a variety of theory-generating aims, to faithfully explore and describe social phenomena by:**
 - **Analyzing and presenting diverse perspectives or giving voice to those not usually heard,**
 - **Identifying potentially important variables or concepts, to recognize patterns and relationships, and to generate coherent theories and hypotheses.**
 - **Presenting narratives accounts, explanations, typologies of phenomena, conceptual frameworks, etc.**

<http://www.cche.net/usersguides/qualitative.asp#4>

Assumptions

- | Somewhat out of your control, but..
- | if they disappear your study would become irrelevant.
- | Survey- Need to assume that people will answer truthfully.
- | Sample is representative.
- | Schools will continue to have same subjects.
- | Some **assurance** is necessary that these assumptions are met. Anonymity and volunteering help assure honesty.

Research Questions

Consistent with problem statement and purpose.

Research questions frame studies by indicating the variables/concepts/theories that will be tested.

They serve as the funnel of study. Having clear, well-defined research questions helps guide and focus the investigation.

|| **Stay away from “yes/no.”**

- Not Is there a relationship?
- What is the relationship?

|| **How, Why'sà O.K.**

|| **Do, Does, Isà not O.K.**



Research Questions

- A research question may include several variables (constructs) and thus several research hypotheses may be needed to indicate all of the anticipated relationships (Cooper & Schindler, 2003).
- The number of hypotheses is determined by the number of relationships among variables (constructs) or the types of comparisons to be studied.

Hypotheses

- **Hypotheses are educated guesses and thus take a stand. Usually each hypothesis contains 2 measurable variables.**
- **If the study is quantitative then the researcher will also state the null hypothesis (also called the NO hypothesis) that will be tested statistically, and the alternative (opposite). The results will either: reject or fail to reject the null hypothesis.**

Hypotheses

- **Hypotheses should be testable statements about a relationship between variables. If confirmed, then the hypothesis will *support* a theory.**
- **In a qualitative study research questions should begin with words that tell *what, how* or *why* the study will: discover, explain, explore, understand, describe, etc. No hypotheses are needed.**

Literature Review- Ch 2

Must relate to your study. Bring it home!
Scrutinize ALL relevant studies.
Summarize beginning and end

Compare/contrast/synthesize – NOT an Annotated Bib.
Keep track of ALL sources.
Explain all searching techniques.

Extensive if not Exhaustive

Current historical studies
Seminal/derminal

Recipes for Success
Present ALL sides!

Remember

- | "We owe almost all our knowledge not to those who have agreed, but to those who have differed (**Charles Caleb Colton -- 1780 – 1832**)

Leadership Theory

- Burns (1978) Transformation Leadership
- Senge (1999) Collaborative Workforce
- Maslow (1954) Hierarchy of Needs
- Taylor (1916) Scientific Management Theory
- Vroom & Yetton (1973) Situational Leadership
- Owens (1991), Fiedler (1977) Contingency Theory

Organization Theory

- Drucker (1996) Knowledge Worker
-
-

Management Theory

- Senge (1996)
-
-
-
- Technology

Systems Thinking

- Checkland (199_)
-
-

References

_____, *21st Century Business Practices*, (PEST)

Wireless Telecom Environment

Political

- Terrorism
- Regulations: FCC, E-911

Economic

- Capitalism; Disposable Income
- Cost effective Internet Access
 - Project Mgmt,
- Growth as a Business Tool
 - Project Mgmt, Security,

Social

- The Phone as as Social Status, especially in developing nations
- Customer wants features
 - MP3, camera, games

Technology

- Global Standards
- Eventually becomes invisible
- Data Transmission

Complex Solutions

- Integrated Systems
- Human Resource: Outsourcing
- Financially Driven; ROE, CFROGC
- Organizations with Financial Strength
- Decision Makers higher in the organization
- Global "Solutions" versus Products
- Cost Effective, Reliable Solutions
- Rapidly Changing Technologies
- Transformational Results

Methodology- Ch 3

<p>Research Questions</p>	<p>Population Sample criteria for selection. Sufficient Assure sufficient Sample Size.</p>	<p>Instruments/ Reliable? Valid? http://www.unl.edu/buros/ http://www.sph.uth.tmc.edu/library/tests_and_measurements.htm#Selected</p>
<p>Hypotheses Quantitative – null/alternative ANOVA, Chi-square?</p>	<p>Data obtained? Mail, f2f, telephone, e-mail?</p>	<p>Data analyzed? NVivo? SPSS?</p>
<p>Step by Step Answer research questions.</p>	<p>How will you solve your problem? Obtain your purpose?</p>	<p>Qualitative- Data reduction. Saturation?</p>
<p>How will you answer RQ's?</p> <p>Recipes for Success</p>		

Research Design Map

Descriptive Quantitative Study

definition of the variables
collection of data
construction of statistical hypothesis
conduct correlation analysis
conduct ANOVA/ANCOVA analyses

Comprised of:

Data Collection 120

(minimum) financial industry professionals who had teaming experience will be surveyed. A smaller selected group will be interviewed to collect observational data.

Secondary Literature Search

Search for similar research or related studies in the past through the major databases and printed published documents.

Data Collection

examination of documents
use purposeful quantitative sampling

Data Validation

Sampling will be used to insure reliability among the surveys collected.

Analysis of Data

data will be disaggregated by value congruency, leadership style and gender.

Compile Data

collected in survey format from pre-packaged standardized tests
data used to determine congruency of values and leadership styles

Recip

2....Coding Form

program function or originally created dictionaries. When creating original dictionaries, be sure to first generate a frequencies list from your text sample, and examine for key words and phrases.



Significance of Study


- | If à Then
- | How will population be affected?
- | How will society be affected?
- | Who will be affected?
- | What will need to be done after your study?
- | How will this make a contribution?
- | How does this affect Leadership?
- | Who cares that this study is done? Why?

Red Flags

- Do not use hyperbole—“everyone knows” “it is obvious” “this must be the case.”
- Do not use clichés - “in this ever changing world; ” “in this postmodern society”
- Do not use gender specific terms “For a person to be successful, HE must.....”
- Do not use a pronoun unless it is crystal clear whom the pronoun is referring to --.



Red Flags

- Do not assume what you are trying to determine. If you are trying to *determine* if technology can help learning do not assume that it *can* help learning.
- Make certain-- headings always match the content. 
- Data and Research **do not** say or prove.
- You will not “prove” or “show” you could determine the strength of a relationship, test a claim, explain, explore, evaluate, develop...

Red Flags

- Do not use articles that are not in peer-reviewed journals without permission from your committee.
- Do not use statements with “I” or “me;” “we” or “our” in it. Most dissertations and formal research papers require the use of the third person voice. Referring to yourself as “the researcher” is still first person.



Red Flags

Do not have paragraphs that are less than 3 sentences – 5 is the preferred number.

Do not have paragraphs that contain more than one topic sentence.

Do not include literature review that is irrelevant to your study.

Do present opposing views – do a 180 degree search by using words that oppose your view.

Doing a dissertation is like giving birth to a baby. It should take 9 months from proposal approval to draft of dissertation.

