



EDG 6931

Orientation to Doctoral Study



The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

Syllabus

Course Number:	EDG 6931
Course Title:	Orientation to Doctoral Study (Colloquium)
Number of Credit Hours:	3
Term:	Fall 2008
Course web site:	http://online.education.ufl.edu
Professor:	Dr. C. Cavanaugh
Office:	College of Education, Norman Hall, G 518B
Office Hours:	By appointment
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Instructor web site:	http://education.ufl.edu/faculty/cathycavanaugh/

Required text:

Online readings as assigned

Course Description

As a first doctoral course, this course provides the base for the Ed.D. program in Educational Technology. Because the program rationale and your career goals encompass practice in diverse leadership roles in learning organizations, this course will focus on the interdependence between theory and practice as applied to those diverse roles. It provides the introduction to and foundation for the doctoral program in Educational Technology at the University of Florida School of Teaching and Learning.

In order to do this, the course is designed to meet the following objectives:

1. To develop common professional understandings, language, and contexts for the professional doctoral program, including the aims of the program, the cohort model, the curriculum, important milestones, the faculty, and rewards and challenges of the program.
2. To develop an understanding of the purpose, process and outcomes of professional doctoral study.
3. To develop and articulate an understanding of yourself as a doctoral learner, including how your personal and professional histories have led you to this point, your current goals as doctoral students, and your future career goals.
4. To promote the development of community among first-year doctoral students.
5. To participate in a cohort characterized by mutual trust, support, dialogue, collegiality, and collaboration.
6. To develop habits of reflective thinking, reflective writing, and reflection in and on practice.
7. To connect learning throughout the course to your growth and development outside the course, including career growth and development.
8. To identify and introduce program and campus resources, and faculty.

We think of the colloquium as a place where we will:

- Examine current issues in the professional education doctorate. We encourage you to see issues from multiple perspectives and to combine ideas from class and your own personal experiences in building your understanding of these issues.
- Develop an appreciation that growth in educational understanding and practice comes from an interaction of abstract ideas and the particulars of real world situations. By living with ideas in the world, we come to a better understanding of both the idea and the world. This transactional relationship between conceptual and empirical lies at the foundation of educational inquiry.
- Develop your individual area of interest.
- Create a community of learners and scholars among the cohort students and program faculty.
- Develop the writing, speaking, listening, and inquiry skills and dispositions that facilitate participation in educational scholarship.
- Exercise critical thinking, careful analysis and synthesis, a high level of involvement, and care and sensitivity.

Preparation and Participation:

Regular participation in online activities and assignments is critical during this 8-week term. You are expected to fully complete all assignments before they are due. The quality of our interactions depends on how well each of us is prepared. Not only will you draw from your reading about ideas, you share your perspectives on them. Doctoral study is be a time of extraordinary initiative, effort, and openness. In addition to responding to assignments, questions, and ideas, you should also take the initiative to undertake exploration, ask questions, and generate your own ideas. Be open to new ideas and perspectives, especially those that may be contrary to your views. This is a professional community of inquiry.

Expectations

- (1) Active participation, leadership, and involvement in the seminar. This entails thorough and careful reading of all class materials, relevant contributions and involvement during discussions, leadership in activities and seminar discussion, feedback to other members, and a willingness to engage in the spirit of the colloquium.
- (2) Your written work should reflect the high quality normally associated with doctoral work and to represent the best work you can do. All of your work will be characterized by academic integrity and honesty.
- (3) Your written papers should be prepared according to the Publication Manual of the American Psychological Association (current edition).

- (4) The UF Libraries have a number of helpful services, including tutorials on using electronic resources and bibliographic software, and the availability of electronic journals and books.
- (5) Preparation for each class activity, as well as your involvement in and contributions to the class will be considered in determining your overall grade for the seminar.
- (6) Let me know how any activity might be modified or designed to be of greatest benefit to you. At the same time, stretch yourself to learn differently!

Online learning:

This course is paced, which means that there is an established start and end date, and it is a cohort based course, meaning you are one of a group that will proceed through the course at a similar pace. One of the benefits of this is that the course is designed to give you opportunity to have regular interaction with other students who are reading the same subject as you. Course resources include readings and other online media. Additionally the course web site contains a study guide together with supplementary resources as well as access to the discussion board and the course email and portfolio systems.

This online course is time and place-independent and incorporates a degree of individual choice in assignments and projects, to capitalize on the diversity of experience and prior knowledge of the students; but, is not entirely self-paced. Online discussions will be most productive if everyone completes the reading as assigned. Deadlines will be imposed to keep us on track, but sufficient time should be available to complete the assignments in your own time frame. If you find yourself in a situation where you will not be able to meet a deadline for any reason (i.e., business trip, I was in the hospital, the storm ate my computer, etc.) it is your responsibility to let me know, preferably prior to the due date! Accommodations can be made if I am notified of the situation. Credit is deducted for each week your assignments are late, but if one is turned in on time and you receive a grade lower than you would like, you are encouraged to resubmit the work (along with the feedback you received) with improvements to increase your score. I will allow one resubmission of each assignment but late work cannot be resubmitted. Discussions take place quickly and resubmission of discussion will not be feasible, so please take this into consideration.

Although this course does not meet face-to-face for 6 hours weekly over the 8-week course term, it still has a requirement for hours of instruction. For this reason, you should expect to spend the 6 hours you would normally spend in class plus the time you would normally spend studying on your own for a graduate level course on reading and participation in the discussions or synchronous sessions. This is just a guideline, which relates to the more familiar example of face-to-face courses. You may need more or less time depending on your learning style and experience. You will also need time to accomplish the assignments and reflect on what you are learning. Please be sure you plan the time necessary for you to be successful in this course.

Active participation is a critical component of building an effective online learning community. You are expected to be a regular and active participant in online discussions. This means you will post original material and thoughts as well as reply to posts submitted by others. Reading assignments will be made from a variety of online resources to prepare you to engage in the discussion. The quality of online asynchronous discussion will be driven by the extent of your preparation. The purpose of the discussions is to promote a learning community and encourage critical thinking skills in order to assimilate the information that is being provided. The discussion questions have been specifically

designed to encourage critical thinking and group discussion, so hopefully you will be inspired to play an integral role in this process.

Discussion topics will be open as assignments are posted. Start early to allow everyone to complete the assigned postings and responses before they are due. Each topic will be officially closed following the due date, so that we can move on. This process leaves a few days for everyone to finish discussing the topic and keeps us from continually having to revisit old discussions. We have a lot of material to cover in this course in a short amount of time, so it will be important that we move through the material at a certain pace. You will not be responsible for reading postings in old topics once the topic has closed, however, if the conversation is still of interest to you, it can be continued in the "**Open Forum**" in Moodle.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Course Assignments, Expectations and Grading Procedures

GRADING PROCEDURES

Assignments are submitted via the online course system.

Professional Conduct is necessary to earn an excellent or good grade.

All written work must be created electronically.

Assignment	Value
Facilitated discussion	15
Project on Doctoral Study	20
Auto-ethnography	25
Annotations of readings	20
Portfolio	10
Participation (includes up to 5 points based on self-assessment) in discussions and activities, including a complete draft program of study.	10
TOTAL	100

All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date. No work is accepted after the semester ends. No incomplete grades are given.

A	93-100	Excellent performance
B	83-92	Good performance
C	72-82	Fair performance
D	62-71	Poor performance

Assignment details and rubrics:*1. Professional conduct*

Complete assignments and reading, engage in a productive and supportive way in all class activities. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

2. Facilitated discussion

You will facilitate a class discussion sharing resources and exchanging ideas to provide background in your interest area for a small group of students who share that interest. The well-facilitated discussion will engage all participants in analyzing the issue from multiple perspectives. Each discussion should touch on one or more of these topics central to the professional doctorate (Ed.D.):

- Scholarship of teaching in educational technology
- The application of a "signature pedagogy" in educational technology
- Approaches to "best evidence analyses" in educational technology
- What outstanding demonstrations of your proficiency at the end of the program might look like

3. Project on Doctoral Study – Relationships of Theory and Practice

This project is intended to foster a better understanding of the process of doctoral study, and/or to encourage the early identification and exploration of a topic around which to organize your qualifying project and dissertation project. You may select one of the following options. For each, a written paper of approximately 4-5 pages or equivalent if submitted via blog, wiki or other online tool.

Options:

A. Dissertation Review:

Review 3-4 Ed.D. dissertations in educational technology (broadly defined), with at least one drawing primarily on qualitative approaches and one primarily using quantitative approaches. Ideally they should come from students graduating from different departments or institutions; minimally they should not all have worked with the same major professor.

Discuss the following: (1) Consistencies/conventions you see in the dissertation chapters, including the methodological and other differences as well how these consistencies are similar to or different from other scholarly writing you are familiar with; (2) What impressed you about each dissertation? Surprised you? (3) What did you learn from your review that might help you when you begin working on your own dissertation? (4) What

aspects of writing a dissertation do you think you'll need most assistance with? If you choose this option, include copies of the table of contents for each dissertation selected.

You can use the UF library search feature to locate Ed.D. dissertations in educational technology written since 2000. You can also search directly at ProQuest (<http://proquest.umi.com/pqdweb?RQT=306&TS=1219941228&clientId=20179>) by selecting Dissertations from the database and typing educational technology or a subspecialty in the basic search field. In the results list, choose Ed.D. entries.

OR

B. Information interviews:

What job do you see yourself doing in 5 years? Provide three actual ads or descriptions for such a position in an organization similar to the one in which you would like to work. What skills and knowledge should you develop during this program to better qualify you for these positions?

Interview three people who hold doctorates and who work as professionals in a role or roles that regarding (a) their primary job responsibilities, (b) the most enjoyable aspects of their job, (c) the most challenging aspects of their jobs, (d) their perceptions of the value of the doctorate for their work, and (e) ideas they have regarding areas of practice that need further study. If you choose this option include a list of the names, titles, and organizations of each person interviewed. These interviews can be conducted locally or remotely, using voice or written communication.

4. Auto-ethnography

Write a brief auto-ethnography, (5-6 pages or equivalent if submitted via blog, wiki or other online tool) including at least the following sections:

- a. An image or diagram that represents you at this stage of your professional life
- b. Reflections on the past: How did you come to be here as an education professional seeking your doctorate? You might include key influences, pivotal early experiences, earlier adult life events/transitions, and academic and career history.
- b. Reflections on the present: How would you describe yourself currently in terms of what you are like as an adult learner (For example: What recent life events or transitions have been important? What are your learning preferences and strengths? What aspects of learning cause you anxiety? What are your learning habits?) and as an education professional (For examples: What are recent career experiences, interests, challenges, responsibilities, etc).
- c. Projections into the future: How do you see the doctorate as helping you achieve certain goals and aspirations? What alternative visions of the future do you hold? How will you continue to engage in lifelong learning? Name professional organizations and publications central to your professional goals.

Each auto-ethnography will be shared within your interest group. The written version should include some evidence of application of course readings.

4. Participation (*Self-assessment component*)

Participation is very important, as the approach to this course is based heavily on your involvement in discussion and group activities. For this reason, completing assigned readings by the date shown will ensure a maximum level of preparation. If serious exigencies arise, please e-mail as soon as possible. You will be asked to submit a self-rating on a scale of 1-5 for attendance, participation and engagement in the content of the course (in ways either visible or not visible to the instructor), along with a brief statement supporting the rating you have given yourself. This will serve as the basis for 5% of the course grade. Another 5% will be assigned for participation based on the instructor's observations of your attendance, punctuality, and involved participation.

5. Doctoral Studies Online Portfolio

Throughout your studies at UF, you are encouraged to build a portfolio of your work using your own web site, wiki, blog or other online location, or using the College of Education course system's Exabis Portfolio. Your online portfolio should represent your intellectual work this semester and serve as starting point for representing your work and interests throughout your doctoral studies. Your portfolio should include:

- Annotated bibliography of outside reading in your interest area, including from professional organizations and publications prominent in your interest area. Use the Ed Tech wiki as a starting point for ideas: <http://ufetcontent.pbwiki.com/>
- Curriculum Vitae (professional resume)
- Other evidence of learning from this course and others in your program

Websites

- Theory into Practice Database <http://tip.psychology.org/>
- Carnegie Project on the Education Doctorate
<http://www.carnegiefoundation.org/programs/index.asp?key=1867>
- Getting Started in Instructional Technology
<http://www.aect.org/Intranet/Publications/Research/index.html>
- THE CODE OF PROFESSIONAL ETHICS: A Guide to Professional Conduct in the Field of Educational Communications and Technology
<http://www.aect.org/Intranet/Publications/ethics/>

Research:

- UF Library Style Guides. <http://web.uflib.ufl.edu/hss/ref/style.html>
- UF Library Key Education Resources. <http://web.uflib.ufl.edu/educ/>

Week	Date	Topic	Reading	Assignment due by Sunday midnight	Weekly participation in facilitated discussion
1	Sept. 22-28	Forming a community of inquiry and interest teams, Overview of program and organization	As assigned in online course materials		
2	Sept. 29 – Oct. 5	The nature of the professional doctorate, qualifying and dissertation projects		Send your transcript or prior course list and aspirational job description	
3	Oct. 6-12	UF scholarly resources		Project on doctoral study A or B	
4	Oct. 13-19	Professional identity: current and future			
5	Oct. 20-26	Goals and plans for years 1, 2, and 3			
6	Oct. 27 – Nov. 2	Individual programs of study		Auto-ethnography	
7	Nov. 3-9	Program milestone outlines		Send a planned reading list	
8	Nov. 10-16	Program policies		Portfolio items; Participation self-assessment	

INSTRUCTOR POLICIES

- Academic integrity: Follow the guidelines of the Student Honor Code located at <http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>
- Assignment and quality of work: Completion of all assignments is expected during the week indicated. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each week the assignment is late.

Readings

Review policies, forms, etc about UF doctoral study:

- School of Teaching and Learning (<http://education.ufl.edu/school>)
- College of Education Office of Graduate Studies (<http://education.ufl.edu/web/?pid=76>)
- UF Graduate School (<http://gradschool.rgp.ufl.edu/>)

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- Wiggins & McTighe (1999). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
<http://www.ascd.org/publications/books/198199/1998wigginstoc.html>