

GETTING STARTED

Course Overview

Welcome to your Capella University online course, 8922 – Colloquium Track 2 .

Quality Matters Logo

Congratulations! You have reached an important milestone in your development as a scholar-practitioner and an independent researcher, the mid-point of your program. This second colloquium experience will help you deepen the conceptualization of your proposed dissertation topic and continue developing or enhancing the skills you need to conduct independent research.

Specifically you will:

- Take your literature searching skills to the next level with more advanced coaching from the librarians.
- Learn to write to a specific academic audience, ensuring greater chance of success in presenting your ideas.
- Introduce yourself to the Institutional Review Board Web site and all its resources.
- Apply advanced library searching skills to deepen your literature review with additional existing research.
- Discover new material to revise and improve your research problem statement.

Building on the theory and research you have been studying in your courses, and your school's Track 2 companion course, you will begin to articulate the theoretical foundations of your study and will improve your problem statement.

Using the improved problem statement you will:

- Craft a well-formed research question.
- Learn how to select the correct methodology and best available research design to answer your research question.
- Look at sampling theory and begin developing a sampling strategy and plan for your dissertation.

Peer Feedback Information

One of the most valuable aspects of this course is that you will have multiple opportunities to give and receive constructive feedback with your peers, and to receive feedback from your instructor. As Allen and Allen (1996) wrote,

Without feedback, there is little opportunity to improve performance. In the many tasks of life, feedback is a very uncertain process, and even when it is available it is often not presented in a way that makes it most useful or most likely to be considered. Our behavior changes most powerfully when feedback is given and received in a positive environment where trial and error is encouraged (p. 2).

Engaging in peer review is not an easy task. It requires learners to be careful and thoughtful reviewers, as well as rigorous but tactful responders. It also requires learners to be open to feedback and willing to seriously consider that feedback. A well-conducted peer review is a benefit to both the learner whose work is being reviewed, and to the reviewer. With feedback, the learner posting their work is able to determine what feedback to incorporate in order to revise and improve their critical thinking and writing skills. As reviewers, learners utilize a structured critique process to sharpen their critical thinking and writing skills.

Make sure as you participate in the peer assessment exercises throughout the course that you are following the guidelines provided for giving and receiving feedback to and from your peers. It is important to note that you offer both positive and constructive feedback. A balanced approach to offering feedback informs your peers about what they are doing well, in addition to what they may need to improve. Offering and receiving professionally communicated peer feedback is essential for

your development as a practitioner and a scholar. As a scholar, peer-reviewed is the standard for the professional literature that you utilize.

Courseroom Tour

The Colloquium courseroom functions differently from the usual courseroom. Instead of 10 Units, each taking about a week, you must complete 9 Units prior to the Weekend Experience and the 10th unit when you return home. Units 1–9 will be completed before you attend the Weekend Experience, and you will have four weeks to complete your work, including the weekend. Unit 10 will be completed when you return home from the Weekend Experience, and they contain only one assignment each.

The 9 units prior to the Weekend Experience cover the following content:

- Unit 1: Introductions, Preparation Plans, Updating the Research Plan, and Scholarly Writing.
- Unit 2: The Literature Review.
- Unit 3: The Institutional Review Board.
- Unit 4: From the Research Problem to the Research Question.
- Unit 5: Purpose of the Study.
- Unit: 6 Theoretical Foundations of the Study.
- Unit 7: Methodology.
- Unit 8: The Sampling Plan.
- Unit 9: Preparing for the Weekend Experience.
- Unit 10: Final Assessments, Post-Weekend Wrap-Up, and Preparing for Track 3.

Unit 10 includes the Final Assessment Assignments. These are required and must be completed after the close of the Weekend Experience.

The course contains a variety of learning activities similar to your 10-week online courserooms:

- Reading.
- Reviewing presentations.
- Discussion questions.
- Assignments.
- Quizzes.

Assessments

Most of the units include self-assessments in the form of:

- Objective quizzes.
- Discussion posts.
- Assignments.

The assessment quizzes included in this course come in a few different types. They are designed as formative assessments that will enable you and your Colloquium instructor to evaluate your progress in building the foundational knowledge and skills that you will practice applying at the Weekend Experience. When you complete the formative assessment quizzes, you will receive a score but this score does not represent a letter grade. Do not think of it as a letter grade. Instead, think of the score as an indicator of where you are situated on the continuum of competency development in the content area the quiz assesses. Some of the assessment quizzes are used to simply record the results of an activity or assessment completed outside of the courseroom, such as the *APA Reference List Submission* quiz in Unit 2. Others are regular quizzes, with multiple choice and true or false questions.

The following are key quizzes within the courseroom. If you are unable to attain a score of 80% or better within the three allowed attempts, you will need to contact your instructor for further discussion:

- u01q1: Assessment: Writing for an Academic Audience.
- u02q1: APA Reference List Submission.

- u05q2: Unit 2, 4 & 5 Summative Assessment Quiz.

There are also six key assignments on which the Pass/Fail will be assessed. These key assignments are:

- u04a1: Your Research Question.
- u09a1: Self-Assessment – Track 2 Courseroom Checklist.
- u09a2: Poster Presentations.
- u10a1: Final Assessment Assignment.
- u10a2: Completing the Weekend Experience Checklist.
- u10a3: Track 2 Preparation Plan.

Assignments u08a1, u09a2, u10a1, and u10a3 are assessed using a grading rubric. Assignments u09a1 and u10a2 are assessed using a checklist. If you complete all of the activities on each checklist, you receive a 100 on each checklist. If not, then you would receive a zero.

Due Dates

The due dates for the unit assignments are as follows:

- **Units 1–3:** Due by Sunday at 11:59 p.m. CST at the end of Week 1
- **Units 4–6:** Due by Sunday at 11:59 p.m. CST at the end of Week 2.
- **Units 7–8 :** Due by Sunday at 11:59 p.m. CST at the end of Week 3.
- **Units 9:** Due by Thursday at 11:59 p.m. of Week 4.
 - **Except for u09a2:** Poster Presentations, which is due Sunday of Week 4.

Preparing for the Weekend Experience

It is important that you move through each activity sequentially. The objective here is to present the information you will need in the Weekend Experience in a developmental sequence. You learn and practice in the colloquia courseroom, and then you apply your skills at the Weekend Experience.

Note: In order to receive credit for the pre-weekend courseroom, you must complete all of the courseroom activities. In Unit 9, you will complete the *Track 2 Colloquia Courseroom Checklist*, which will be worth five percent of your total grade.

Finally, the Colloquium courseroom is self-guided to a much greater extent than your regular courses are. The faculty instructor will be available to:

- Answer questions.
- Direct you to resources as you need them.

Think of the faculty instructor as:

- A consultant to your work. This is particularly true during the Weekend Experience.
- An evaluator of your work. This is particularly true during the Weekend Experience and in Unit 10.

Discussions in the My Groups Area – Track 2

You are taking this course with other learners who have been placed into groups according to their research methodology. You will be discussing your research methodology within your assigned groups.

Discussions will be held in the Group Discussion Board accessed via **My Groups** in the left-hand navigation area.

You will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Reference

Allen, D. B. & Allen, D. W. (1996). *2+2 equals better performance: Alternative performance appraisal with feedback and encouragement* [Unpublished manuscript]. Denver, CO: University of Denver, Old Dominion University.

Course Competencies

To successfully complete this course, you will be expected to:

1. Articulate the qualities and skills of the scholar practitioner professional during the research design process.
2. Recognize one's own personal attributes as a scholar-practitioner during the research design process.
3. Analyze personal progress to develop the scholar practitioner identity during the research design process.
4. Apply advanced critical thinking skills to research methods and design.
5. Synthesize ideas and concepts from previous research to form new frameworks to guide new research.
6. Support ideas and concepts with evidence from the literature in proposing research methods and design.
7. Problem: Develop research questions that align with an identified problem.
8. Literature: Analyze the existing literature to identify knowledge gaps in the literature.
9. Approach and Methodology: Propose a research methodology that aligns with an identified problem.
10. Analysis and conclusion: Analyze the various methods available for data analysis.
11. Ethics: Apply ethics and academic integrity in scientific research.
12. Apply academic communication skills in verbal and written interactions within the scientific research process.

Review Policies And Procedures

Learner Expectations Statement

Capella's online courses and programs are based on interactive teaching, learning, and communication. Faculty and learners actively contribute to one another's learning through critical dialogue, integrative learning, and collaborative learning. In order to take full advantage of the experiences and resources Capella offers, learners are expected to manage and direct their academic progress with support and guidance from faculty.

Please review policies and procedures available on the Learner Expectations section of iGuide, which includes information regarding the Academic Honesty policy, the Learner Code of Conduct and more.

[Review Learner Expectations](#)

Disability Services Statement

Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the Rehabilitation Act of 1973 and similar state laws. Capella University is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. Learners needing academic accommodations should refer to Disability Services information on iGuide, e-mail DisabilityServices@capella.edu, or call 888-CAPELLA and ask to speak with a Disability Services team member.

Learners approved for academic accommodations will receive a Letter of Eligibility for Accommodations from the Disability Services office. Learners need to share this letter with the course instructor to receive the accommodations for which they have been approved. Accommodations should be set up as early in the class as possible, as they cannot be applied retroactively.

[Visit Disability Services on iGuide](#)

Course Participation

Learners must submit a grade-eligible courseroom activity before the end of the second Friday of each course in order to remain enrolled in their course(s). Communicating with an instructor via courseroom mail, in the Ask your Instructor discussion board, or outside of the courseroom does **not** count as initial course participation.

Learners must also continuously submit grade-eligible courseroom activities throughout the duration of each course in order to remain enrolled in their course(s). In the event that you are unable to

complete the course requirements by the course "end date" due to unavoidable and unforeseen circumstances, you may request an Incomplete ("I") grade by submitting the Incomplete Grade Form on iGuide before the course concludes.

Please see University Policy [2.02.02 Course Registration](#) and [3.04.08 Incomplete Grades](#) for full details.

Review Course Content

Please familiarize yourself with the syllabus and the course project, if your course includes one. After reviewing this content, return here to get to know your classmates in the Welcome and Introductions discussion.

Welcome And Introductions

One of the most important aspects of an online course is the interaction between you and your fellow learners. Now that you have reviewed the syllabus, write and post your self-introduction including mention of your educational and employment background related to the topics of this course. Also include a response to one of the following:

- Draft one or two specific goals you want to accomplish by the end of the course.
- Consider and describe how this course can contribute to your career goals.
- Discuss your excitement, challenges, or apprehensions as you begin this course.

This discussion provides a great opportunity for you and your fellow learners to get to know each other. Please make certain that your post is well-written, grammatically correct, and informative.

Faculty Expectations

It is important that you and your instructor share a common understanding of the expectations for this course. Read the faculty expectations message and respond acknowledging your understanding of the expectations.

SYLLABUS

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Specifically you will:

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9. Approach and Methodology: Propose a research methodology that aligns with an identified problem.
10. Analysis and conclusion: Analyze the various methods available for data analysis.

11. Ethics: Apply ethics and academic integrity in scientific research.
12. Apply academic communication skills in verbal and written interactions within the scientific research process.

Prerequisites

Learners must register for the colloquium that corresponds with their program. BMGT-R8921 or COL-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921. Cannot be fulfilled by transfer.

Grading

This is a Pass/Fail course which means that the final grade will be converted to an S (Satisfactory) or an NS (Nonsatisfactory). You will earn numerical grades on the specific assignments below which will be calculated together as a final numerical grade. The instructor will convert the numerical grade to an S or NS based on the scale below.

Note: You must pass assignment u10a1 in order to pass this course. You will receive a numerical score from 1–100 based on the scoring guide for u10a1 after your instructor reviews your assignment. Your instructor will convert that grade according to the following:

- Scores between 0–14 on u10a1 will be converted to a zero in the courseroom gradebook and will earn zero percent towards the final course grade.
- Scores between 15–100 on u10a1 will be converted to a 100 in the courseroom gradebook and will earn 100 percent towards the final course grade.

Course requirements include the following major independent measures of learner competency.

Learning Activity Weights and Scoring Guides

Activity	Weight	Scoring Guide
1. Peer Responses	5%	PhD Colloquia Peer Responses Scoring Guide .
2. Unit Activities	95%	
u04a1: Your Research Question	10%	Your Research Question Scoring Guide .
u09a1: Self-Assessment – Track 2 Courseroom Checklist	5%	Self-Assessment – Track 2 Courseroom Checklist Scoring Guide .
u09a2: Poster Presentations	30%	Poster Presentations Scoring Guide .
u10a1: Final Assessment Assignment	35%	Final Assessment Assignment Scoring Guide .
u10a2: Completing the Weekend Experience Checklist	10%	Completing the Weekend Experience Checklist Scoring Guide .
u10a3: Track 2 Preparation Plan	5%	Track 2 Preparation Plan Scoring Guide .
Total:	100%	

Final Course Grade

S = 70-100%

NS = 69% and below

Course Materials

Required

Books

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805622.

Articles

Library

Bowers, D. G., & Seashore, S. E. (1966). [Predicting organizational effectiveness with a four-factor theory of leadership](#). *Administrative Science Quarterly*, 11 (2), 238–263.

- Denner, J., Meyer, B., & Bean, S. (2005). [Young women's leadership alliance: Youth-adult partnerships in an all-female after-school program](#). *Journal of Community Psychology*, 33 (1), 87-100.
- Devers, K. J., & Frankel, R. M. (2000). [Study design in qualitative research—2: Sampling and data collection strategies](#). *Education for Health*, 13 (2), 263-271.
- Gunbayi, I. (2005). [Women and men teachers' approaches to leadership styles](#). *Social Behavior & Personality: An International Journal*, 33 (7), 685-698.
- Jackson, M. W., & Rodgers, J. L. (2012). [Digital assessment: A picture is worth 1,000 surveys](#). *Planning for Higher Education*, 40 (2), 59-68.
- Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. (2009). [Balancing borders and bridges: Negotiating the work-home interface via boundary work tactics](#). *Academy of Management Journal*, 52 (4), 704-730.
- Syed, M., (2010). [Developing an integrated self: Academic and ethnic identities among ethnically diverse college students](#). *Developmental Psychology*, 46 (6), 1590-1604. DOI: 10.1037/a0020738.
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). [User acceptance of information technology: Toward a unified view](#). *MIS Quarterly*, 27 (3), 425-478.
- Venkatesh, V., Thong, J. Y., & Xu, X. (2012). [Consumer acceptance and use of information technology: Extending the theory of acceptance and use of technology](#). *MIS Quarterly*, 36 (1), 157-178.

Internet

- Marshall, M. N. (1996). [Sampling for qualitative research](#). *Family Practice*, 13 (6), 522-525. Retrieved from <http://fampra.oxfordjournals.org/content/13/6/522.full.pdf+html>
- Onwuegbuzie, A. J., & Collins, K. M. T. (2007). [A typology of mixed methods sampling designs in social science research](#). *The Qualitative Report*, 12 (2), 281-316. Retrieved from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf>

Web Sites

- Trochim, W. M. K. (2006). [Research methods knowledge base](#). Retrieved from <http://www.socialresearchmethods.net/kb/index.php>

UNIT 1

Unit 1 Introductions, Preparation Plans, Updating The Research Plan, And Scholarly Writing

Introduction

Units 1–9: The Pre-Residency Preparation Courseroom

This unit is the first of nine, all of which will be completed over the course of 24 days prior to attending the Weekend Experience. Altogether, they contain a total of 13 main topics.

Before beginning the first main content topic in Unit 1, you will complete a series of activities to orient yourself to Track 2. By completing these review activities, you will become familiar with the Colloquia format, the expectations and requirements for successful completion of the experience, the competencies to be developed through the second Track, and other important information leading to your success.

Unit10: Final Assessment Assignments

After returning from the Weekend Experience, learners will complete two final assessment assignments:

- **Final Assessment Assignment** : The Final Assessment will be a paper presenting the latest version of your research design, incorporating the feedback received at the Weekend Experience and during the Poster Presentation Session on the last day. The assignment details can be found in Unit 10.
- **Preparation Plan for Track 3** : The second assessment will be a brief outline of your plans for continuing to develop your research topic and literature review during the intervening coursework prior to Track 3. Assignment details can be found in Unit 10.

Additional Resources

- [Courseroom Support Center](#).
- [Success Factors](#).
- [Online Writing Center](#).
- [Capella Colloquium](#).

Course Competencies

The competencies covered in this unit include the following:

- Competency 1 - Articulate the qualities and skills of the scholar practitioner professional during the research design process.
- Competency 3 - Analyze personal progress to develop the scholar practitioner identity during the research design process.
- Competency 5 - Synthesize ideas and concepts from previous research to form new frameworks to guide new research.
- Competency 6 - Support ideas and concepts with evidence from the literature in proposing research methods and design.
- Competency 7 - Problem: Develop research questions that align with an identified problem.
- Competency 8 - Literature: Analyze the existing literature to identify knowledge gaps in the literature.
- Competency 12 - Apply academic communication skills in verbal and written interactions within the scientific research process.

Group Discussion Activities – Topics and Replies

Please be aware that since discussion posts and replies take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u01s2] Unit 1 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies

in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Display an increased understanding of scholarly writing by demonstrating an awareness of audience expectations through the choice of style, language and content used to communicate ideas and make them meaningful to the reader.
2. Describe the scientific problem that is being studied that goes beyond the broad social problem of specific interest and that is identified as a gap in the literature.
3. Apply academic communication skills in verbal and written interactions within the scientific research process.

[U01S1] Unit 1 Study 1 Studies

Welcome and Orientation Activity

For a successful Track 2 experience, begin by completing the following tasks. Remember, complete the work in the order presented.

Readings

- Review the [Colloquium Courseroom Expectations](#).

When you have completed these tasks, you will be ready to begin the main content topics in Units 1-9. Completing them before you come to the Weekend Experience is required. Some units are longer than others, so plan your time carefully over the coming 24 days so that you can complete these units on time.

Unit 1: Introductions, Preparation Plans, Updating the Research Plan, and Scholarly Writing

In Track 1, you worked on mastering the basics of scholarly writing:

- APA format and style.
- The characteristics of a good discussion posting and response to a colleague in the courseroom.
- The structure of all academic writing (Introduction, Body, Conclusion), from paragraphs to dissertations.
- The MEAL plan for paragraphs.
- The tasks, goals, and structure of a successful literature review.
- The organization of a good course paper (literature review).
- How to find and meet the key challenge of a literature review (course paper).

Now in Track 2, we will build on those basic skills by focusing on "Writing to an Academic Audience."

Research Resources

As you continue working on your research plan, you will find the following research guides helpful. Take a few moments to review the guide for your school:

- [Business Ph.D. Research Guide](#).
- [Education Ph.D. Research Guide](#).
- [Information Technology Ph.D. Research Guide](#).
- [Psychology Ph.D. Research Guide](#).
- [Public Service Leadership Ph.D. Research Guide](#).
- [Counseling Ph.D. Research Guide](#).

[U01S2] Unit 1 Discussion 1 Topic Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#).

PDF icon [Courseroom Tutorial: Participate in Groups](#).

on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Introductions

In the discussion area of the courseroom, post a message introducing yourself to your cohort partners. Include at minimum the following information:

- Your name, where you are living, and your specialization.
- Where you are in your program (just beginning, how many quarters in, how many quarters to go before comps).
- The course(s) you are currently taking.
- Your current dissertation research topic and roughly how many articles you have assembled for your literature review on that topic.

Response Guideline

After posting your own message, respond to at least two of your colleagues. If any of the partners you choose to respond to already have two or more responses, respond to someone else who has fewer. It is the cohort's responsibility to ensure that all members of the cohort have at least two posts in response.

[U01A1] Unit 1 Assignment 1 Preparation Plan Results

At the end of your Track 1 Colloquium Courseroom experience, you created a Preparation Plan identifying areas for improvement and articulating how you would work on those areas prior to attending Track 2 Colloquium. Please update your Track 1 Preparation Plan document using a different color font and include the following:

Resources

Website icon [Preparation Plan Results Scoring Guide](#).

1. Provide an update on how you did or did not complete each action item.
2. For the items that you did not complete, identify how you can work on each before attending the Track 2 Colloquium Weekend Experience.

Note: If you completed Track 1 in 2012 or earlier, you will not have a Preparation Plan to submit. Your grade will not be affected by not submitting a *Preparation Plan* to this assignment. Instead, please submit the date and location of the previous Colloquium Track you completed along with a brief summary of your research topic, and your areas of challenge when it comes to your development as a researcher. This will be used as a foundation for the Preparation Plan you will create in this course. During this Colloquium course you will develop a Preparation Plan for your next Colloquium or for the Comprehensive/Dissertation process.

Submit the updated plan to the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U01A2] Unit 1 Assignment 2 Updating the Research Plan

In Track 1, you began working on elements of the Research Plan, even though you did not work on a research template directly. You worked on areas such as the research topic, literature review, problem statement, and how the study will advance your specialization. Hopefully since your track 1 completion you have been able to continue developing this work through further analysis of the current literature. For this

Resources

Website icon [Updating the Research Plan Scoring Guide](#).

assignment you will you will need to complete the first three items on the Track 2 Research Plan template below. That would be Sections 1.1 Research Topic, 1.2 Research Problem, and 2.1 Research Problem Background.

Note: For our purposes here, there are two traditional methodologies in science: quantitative and qualitative. Some dissertations are done using mixed methodologies, combining both quantitative and qualitative components. However, all the schools at Capella University discourage mixed methods dissertations. Read the [Mixed Methods](#) disclaimer for more details.

Research Plan Templates

- [Qualitative Dissertation Research Plan Template](#) .
- [Quantitative Dissertation Research Plan Template](#) .

For school-specific instructions for the completion of the Dissertation Research Plan, please click on the link appropriate to your school and research methodology. This is a supplemental document for completing the dissertation research plan.

- For Business and Technology, use:
 - [Qualitative Dissertation Research Plan – Business and Technology](#) .
 - [Quantitative Dissertation Research Plan – Business and Technology](#) .
- For Counseling, use:
 - [Qualitative Dissertation Research Plan – Counseling](#) .
 - [Quantitative Dissertation Research Plan – Counseling](#) .
- For Education, use:
 - [Qualitative Dissertation Research Plan – Education](#) .
 - [Quantitative Dissertation Research Plan – Education](#) .
- For Psychology, use:
 - [Qualitative Dissertation Research Plan – Psychology](#) .
 - [Quantitative Dissertation Research Plan – Psychology](#) .
- For Public Service Leadership, use:
 - [Qualitative Dissertation Research Plan – Public Service Leadership](#) .
 - [Quantitative Dissertation Research Plan – Public Service Leadership](#) .

As you continue working through Track 2, you will complete the newer items (and probably refine and improve the older items). Ultimately, the completed Research Plan will be transferred to your final Research Plan, ready for submission.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U01S3] Unit 1 Study 3 Writing for an Academic Audience

Writing for an Academic Audience introduces scholar-practitioners to and reminds them of the importance of audience and of the structure of academic arguments through the usage of the rhetorical appeals of pathos, ethos, and logos. This section will impact the way you approach academic writing by informing you of the elements of audience and the benefits of examining and implementing the appropriate rhetorical appeals for academic writing. The objectives of this unit are:

- To learn and apply the elements of the rhetorical triangle in relation to audience.
- To learn and apply the rhetorical appeals for academic writing.
- To analyze and evaluate the presence of the rhetorical appeals in academic writing.
- To apply discussion of and tools for audience and argument to future writing projects.

At Capella, we focus on a scholar-practitioner model, which means that our academic work is informed by both scholarship and practitioner work in the larger field. Therefore, Capella learners

Writing for an
Academic
Audience.

Writing for an Academic Audience

[Presentation icon](#)
[Launch Presentation](#)

[Transcript icon](#)
[Transcript](#)

produce academic work for a variety of audiences. During course work, learners write primarily for classmates and faculty. Writing for that audience is intended to prepare learners to write for the larger academic audience.

However, with the reality of work and school and daily life, it is easy to forget the relationship of audience to one's writing. It is easy to focus only on finishing this assignment to meet a deadline while failing to remember that someone will read and evaluate that work on the other end—for course work, that someone is faculty; for discussion, it is peers; and for the dissertation and all publications afterward, it is the larger academic community.

Media

Click **Launch Presentation** to view *Writing for an Academic Audience*. When the presentation ends, read the sample article below.

Readings

Read Sample: [Digital Assessment: A Picture is Worth 1000 Surveys](#) (Jackson & Rodgers, 2012). Please read at least the "Background," "Literature Review," and "Conclusion" sections, although you are welcome to read the entire article. As you read, identify where the authors have used logos, ethics, or pathos as rhetorical appeals to reach their audience. Write down your reasons for choosing one of the three.

Writing Resources

The resources below are provided to support your understanding of academic integrity. If you have already reviewed any or all of the resources, you may proceed to the next activity. You may return to any resource if needed.

Review the following [Writing Program](#) resources:

- [Writing Center Overview](#).
- [Academic Integrity](#).
- [Writing the Right Verb](#).
- [Two Tools for Connecting Reading and Writing](#).

Optional Resources

- [Preparing to Peer Review](#).
- [Writing a Literature Review](#).
- [Smarthinking](#).

[U01S4] Unit 1 Discussion 2 Topic Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#).

Primary Resources

Website icon [Capella Writing Feedback Tool](#).

Website icon [The Definition of High Quality](#).

Website icon [Digital Assessment: A Picture is Worth 1000 Surveys \(Jackson & Rodgers, 2012\)](#).

Optional Resources

Presentation icon [Writing for an Academic Audience](#).

PDF icon [Courseroom Tutorial: Participate in Groups](#).

Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Evaluating the Jackson and Rodgers Article

Post a high-quality message to your cohort peers evaluating the Jackson and Rodgers article from the perspective of the Writing Center presentation. Answer, with evidence from the article, the following questions:

- Where did the authors use logos, ethos, and pathos as rhetorical appeals to reach the audience? Provide at least one example of each, and explain why it exemplifies logos, ethos, or pathos.
- Who was the intended audience for this article? Explain how you arrived at your conclusion.
- What is your evaluation of the scholarly quality of this article? Explain how you arrived at that evaluative judgment.

Response Guidelines

In a high-quality response to at least one cohort colleague, share your own thoughts about the reasonableness of their responses.

[U01S5] Unit 1 Discussion 3 Topic Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Writing for an Academic Audience

Post a high-quality message to your cohort peers in which you discuss what aspects of the Writing Center presentation, *Writing for an Academic Audience*, will help you improve your planning, thinking, and writing, and strategize a plan for implementing those improvements.

Response Guideline

Post a response to at least one cohort peer in which you provide constructive feedback about their plan. Do not simply offer words of encouragement. Additional Writing Center resources are available in the Resources area.

Note: The resources listed are provided to support your understanding of academic integrity. If you have already reviewed any or all of the resources, you may proceed to the next activity. You may return to any resource if needed.

[U01Q1] Unit 1 Quiz 1

Advanced Searching & Writing for an Academic Audience

The assessment for Writing for an Academic Audience consists of 10 questions—a combination of multiple choice and true or false. You must achieve a score of 80% in order to proceed in the course. You will have three opportunities to achieve this score. If, after three attempts, you have not reached 80% correct, you will need to contact your instructor to discuss options.

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#).

Website icon [The Definition of High Quality](#).

Website icon [Digital Assessment: A Picture is Worth 1000 Surveys \(Jackson & Rodgers, 2012\)](#).

Presentation icon [Writing for an Academic Audience](#).

Website icon [Capella Writing Feedback Tool](#).

PDF icon [Reverse Outline](#).

PDF icon [MEAL Plan](#).

PDF icon [Writing Your Own Academic Conversation](#).

Presentation icon [Academic Integrity](#).

PDF icon [Courseroom Tutorial: Participate in Groups](#).

Unit 1 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 2

Unit 2 The Literature Review

Introduction

In Track 1, you worked on basic library searching skills, and you will have continued to practice those basic skills in your other courses. Here, in Unit 2, you will take your library searching skills to the next level of sophistication by learning and applying new techniques including:

- Searching by subject.
- Searching cited references.
- Searching by methodology.

Course Competencies

The competencies covered in this unit include the following:

- Competency 5 - Synthesize ideas and concepts from previous research to form new frameworks to guide new research.
- Competency 6 - Support ideas and concepts with evidence from the literature in proposing research methods and design.
- Competency 8 - Literature: Analyze the existing literature to identify knowledge gaps in the literature.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Deepen research skills by using controlled vocabulary to search for more focused results.
2. Add to Literature Review by mining bibliographies and searching cited references.
3. Demonstrate the ability to search by methodology.
4. Demonstrate the ability to search for articles by their type (e.g., experimental, correlational, theoretical, etc.).

[U02S1] Unit 2 Study 1 Mastering the Literature in the Field

Constructing a strong and comprehensive literature review for your dissertation topic is the core of your writing as an independent researcher. You practice developing a dissertation literature review each time you do the literature review for a course paper.

The dissertation literature review provides:

- The conceptual basis for how you conceptualize your research topic and the methodology.
- The justification for your research topic and the articulation of the research problem you will investigate in your dissertation.
- A comprehensive literature review that masters the literature in your topical field is a *sine qua non* of researcher success.

Many learners mistakenly think that a few good articles are sufficient for the dissertation literature review—wrong. A recent informal search of dissertations on the keywords "learn" and ("academic perform" or "school perform") turned up hundreds of dissertations. The first twenty were selected and their reference lists counted. The mean number of references in those first 20 dissertations was 143. If, as one librarian was heard to suggest, one should have roughly three times the number of references that one actually uses, that would suggest that an adequate (average) dissertation literature review will discover about 429 references.

In this content section, you will learn library research skills that will help you perform a more comprehensive literature review. What happens if you only get a few good articles in a library search? How do you proceed? This session covers advanced research techniques that will help you focus and multiply your search results, as well as techniques to help you find information on methodologies.

[U02S2] Unit 2 Study 2

The Literature Review Process

Work your way carefully through the following sections of the Library's "Reviewing the Literature" tutorial:

- [Defining a Search Strategy](#).
- [Executing a Search Strategy](#).
- [Critical Thinking: Reconsidering your search strategy](#).
- [Cited Literature](#).
- [Analyze Results](#).
- [Tests & Methods Searching](#).

You will apply the skills taught in these presentations to the next assignment, Advanced Searching Techniques, in which you will add articles to the literature review for your dissertation topic using the skills taught.

[U02A1] Unit 2 Assignment 1

Advanced Searching Techniques

Practice the following advanced searching techniques presented in detail on the iGuide *Reviewing the Literature* page, linked in Resources.

- Searching by subject.
- Searching cited references.
- Searching by methodology.

Resources

Website icon [Advanced Searching Techniques Scoring Guide](#).

Website icon [iGuide: Reviewing the Literature](#).

Practice by searching for new articles on your research topic in each of these modalities. Find at least ten new articles to add to your literature review on your dissertation topic. In a Word document titled "Firstname_Lastname_Reference_List" (e.g. John_Doe_Reference_List), report on the results of your searching with the advanced techniques. Report a minimum of ten articles, distributed as follows:

- At least two articles on your topic discovered using subject searching.
- At least six articles on your topic discovered using cited references (three from Reference Lists and three from Google Scholar's cited reference search option).
- At least two articles on your topic discovered using methodology searching.

For each article discovered, write a brief description of what it adds to your literature review on the dissertation topic. As always, provide correct in-text citations.

Submit your work to the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U02A2] Unit 2 Assignment 2

APA Reference List

For this assignment, you will create a properly formatted APA reference list and will add it to the References section of your Research Plan. Using Chapter 7 of the *Publication Manual of the American Psychological Association* as your resource, complete this assignment:

Resources

Website icon [APA Reference List Scoring Guide](#).

- Use the reference list you created in the previous assignment, Advanced Searching Techniques.
- After the reference for each article in that reference list, type in the example and page numbers (from Chapter 7 of the APA 6th edition Manual) of the reference example that best matches the article. For example, if the reference is to a journal article with a DOI, the example number and page number would be "Example 1, p. 198." If your formatting of

the reference is not APA-compliant (according to that example), correct it here and then add the corrected item to the References section of your Research Plan.

Here is an example of what your entry should look like for this assignment: Jones, J. (2011). Possibilities of error in APA reference formatting. *Journal of Library Science*, 43, 111-117. DOI: 1234567890. Example 1, p. 198.

To complete the assignment, submit the list with the APA Manual examples and page numbers to the assignment area. Then, submit a copy of the Research Plan, with the properly formatted articles added to the References section, to the assignment area as well.

You will not receive feedback (although the faculty instructor will check that you have submitted the assignment), but you must submit the assignment to move on.

Note: Formatting errors cost points when seeking Research Plan approval and in the comprehensive examination, and may be responsible for some learners not gaining approval or passing who otherwise present successful content and writing. Now is the time to master this simple way to succeed in academic writing.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U02Q1] Unit 2 Quiz 1 **APA Reference List Submission**

Once you have submitted the Reference List with the APA Manual examples and page numbers identified, and the Research Plan with the properly formatted APA Reference List added to the "References" section, use this quiz to document that the assignment has been completed.

Unit 2 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 3

Unit 3 The Institutional Review Board

Introduction

Capella's Institutional Review Board (IRB) site on iGuide, [Research at Capella](#), assists learner and faculty researchers in ensuring that their research meets the highest ethical standards for the protection of human participants. In this unit, we will explore the IRB site, formally called the Research Integrity Office (RIO). Take some time to explore its many resources, as well as reviewing an overview of the IRB process which you will experience during the proposal phase of your dissertation.

Research Resources

As you continue working on your research plan, you will find the following research guides helpful. If you haven't already, take a few moments to review the guide for your school:

- [Business Ph.D. Research Guide](#) .
- [Education Ph.D. Research Guide](#) .
- [Information Technology Ph.D. Research Guide](#) .
- [Psychology Ph.D. Research Guide](#) .
- [Public Service Leadership Ph.D. Research Guide](#) .
- [Counseling Ph.D. Research Guide](#) .

Course Competencies

This unit includes the following competency:

- Competency 11 - Ethics: Apply ethics and academic integrity in scientific research.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Demonstrate an understanding of the process for submitting an IRB application and obtaining approval.

[U03S1] Unit 3 Study 1 The Institutional Review Board at Capella

Media

During Track 1, you reviewed the IRB Process Map. Take some time to refamiliarize yourself with the [IRB Process Map](#), then take the quiz here in the courseroom. Note there is also a quiz at the end of the presentation; be sure to take the courseroom quiz!

[U03Q1] Unit 3 Quiz 1 Assessment – IRB Review Process

After reviewing Capella's Institutional Review Board's "Research at Capella" page on iGuide, and "The IRB Process Map" presentation on the IRB Process page, complete the Assessment: IRB Review Process quiz.

Unit 3 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may

help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 4

Unit 4 From The Research Problem To The Research Question And Purpose

Introduction

In this unit, you'll learn how to take your research topic and problem statement and build a well-crafted research question and a statement of the purpose of the research, and then:

- How to identify the theoretical foundations of your study.
- How to select the correct methodology to answer your research question.
- How to select an appropriate research design within that methodology.
- How to develop a sound sampling plan that is ethically robust.

Unit 2 returned our attention to your research topic for the dissertation. In Track 1, you developed that topic at a preliminary level, and you found some existing articles to support it and to give you an idea for some possible research problem statements. During the intervening months, we expected you to continue searching for relevant articles on your topic and to continue refining it and developing a stronger case for your problem statement. As you will recall from Track 1 and from its companion course in your school, a research problem statement identifies:

- A gap in the literature on the topic.
- Design flaws or limitations in the existing research.
- New questions raised by the findings.
- Other recommended questions for further research.

Updating Your Research Topic

We begin with updating your research topic. In Unit 2 (and perhaps in recent coursework), you did a number of library searches using advanced techniques. As a result, you should have new research to consider regarding the research topic and problem statement developed in Track 1. It may be that the new literature:

- Provides you a stronger argument in favor of your study.
- Identifies a different and perhaps more interesting research problem.

In Unit 4, apply the new literature you have found to your:

- Topic.
- Problem statements.

Bring them up to date with the literature, and revise the topic and problem sections of your Research Plan, which you began in Track 1.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u04s2] Unit 4 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Course Competencies

The competencies covered in this unit include the following:

- Competency 1 - Articulate the qualities and skills of the scholar practitioner professional during the research design process.
- Competency 3 - Analyze personal progress to develop the scholar practitioner identity during the research design process.
- Competency 4 - Apply advanced critical thinking skills to research methods and design.
- Competency 6 - Support ideas and concepts with evidence from the literature in proposing research methods and design.
- Competency 7 - Problem: Develop research questions that align with an identified problem.

- Competency 9 - Approach and Methodology: Propose a research methodology that aligns with an identified problem.
- Competency 12 - Apply academic communication skills in verbal and written interactions within the scientific research process.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Apply social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study.
2. Develop research question(s) that align with the identified topic and problem.
3. Synthesize ideas and concepts with evidence from the literature in proposing a research method and design for the study.

[U04S1] Unit 4 Study 1 Studies

Apply recently discovered existing research and theory on your dissertation topic to your topic statement and research problem statement. Revise and upgrade them to reflect your recent literature searching. Copy the revised material into the Literature Review section of your Research Plan.

You will use this to complete the discussion: *Research Topic and Problem Statement from Track 1* .

[U04S2] Unit 4 Discussion 1 Topic Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Resources

- Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#) .
- Website icon [The Definition of High Quality](#) .
- PDF icon [Courseroom Tutorial: Participate in Groups](#) .

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Research Topic and Problem Statement from Track 1

Post a high-quality answer to the following questions:

- What was your original research topic?
- What is the most recent wording of your research topic?
- What did you discover in the literature that led to this change, if any?
- What was your research problem statement in Track 1?
- What is your research problem statement now?
- What did you discover in the literature that led to this change, if any?
- If you made no changes to either the topic or the problem statement as a result of recent searching, explain why not. Focus your assessment on your library searching skills: What is needed to enable you to find more literature on your topic, and what is your plan to obtain the necessary help?

Response Guidelines

Post a response to at least one of your cohort partners:

- If you come to the discussion later than others, post to your cohort partner(s) who have the fewest earlier responses.

- It is the cohort's responsibility—that is, it is your responsibility—to ensure that all partners receive at least one response.

Offer them constructive feedback on:

- The logic of their changes.
- Whether they sufficiently and clearly explain why (on what basis in the literature) they have changed their topics or problem statements, or why not?

[U04S3] Unit 4 Study 3

Crafting Well-formed Research Questions

We've seen that the process of designing research follows a clear sequence:

- First, one develops a researchable topic.
- Next, one searches the literature exhaustively to find support for the topic (if any exists).
- Then, one develops a well-formed research problem statement, indicating a gap in what is known, problems in existing research, or new questions arising out of the existing research.

The next step in that process is to craft a well-formed research question. We emphasize those words: "craft" and "well-formed" for a variety of reasons. In all the schools, regardless of what the research topics are, the research question is the "driver" of the entire research design. Therefore, care in the shaping of the question—crafting it—so that it meets the criteria of a well-formed question is essential. If the question is well formed—that is, if it has the proper components worded carefully—it will immediately show:

- What methodology is required.
- What will be the best (most useful) research design within that methodology.

A poorly worded or incomplete research question will lead the researcher off track quickly. A research question drives what you want to know about a particular phenomenon. A well-formed research question has these qualities:

- It clearly identifies the variables or concepts being studied.
- It clearly identifies who the sample will be.
- It suggests by its wording what research design will be used.
- It is posed as a question and ends in a question mark.
- It is answerable.

The objectives of this content section are to:

- Formulate clear, specific, and concrete research questions from both a quantitative and qualitative design perspective.
- Identify independent and dependent variables.
- Formulate hypotheses that flow out of the quantitative research questions.
- Craft a well-formed research question for your dissertation problem.

Before beginning, let's review a few do's and do-nots about research questions of any kind.

- **Do not** commit yourself to a particular methodology (quantitative, qualitative, or mixed), before you have an acceptable research question in hand.
- **Do not** try to write a research question before you learn—from the existing literature—whether your topic is researchable and what the research problem you want to address is.
- **Do** let your research question drive your choice of methodology; **do not** commit to a methodology before having the research question.
- **Do not** choose qualitative methods because you fear statistics. Qualitative methods are not only as complicated as statistical methods, but they require additional time to master and can be harder to understand and justify.
- **Do not** base your choice of methodology solely on personal preference; support your choice by showing that similar studies have used similar methodologies.

- **Do** base it on the research question itself.

Here are a few additional points to remember about the research question:

- You must have a research problem in hand (that is, a statement supported by broad existing research that shows what is missing in the existing research, flaws or limitations in its designs, or new questions raised by the findings). If not, you cannot write a research question.
- If you have a question but no problem statement, go back to the existing literature and continue evaluating it until a clear problem statement is available, then rewrite your question accordingly.
- A robust research question is indeed a question and should follow the grammatical structure of a question: Full sentence, ending in a question mark.

The question should be answerable in a reasonable or feasible way. This is trickier than it sounds.

Let's look at two examples:

- "What are the Internet needs of the sub-Saharan African population?" is a very interesting and important question, but because the sub-Saharan population is both intensely tribal and vast, no simple sampling plan will adequately represent the entire population, so it may not be feasible to answer it in the time frame of a dissertation.
- "What is the experience of dying?" is a question that all human beings care a great deal about, but it is not answerable because we cannot get data from those who have died. Writing a question that requires a laboratory to answer it is also not likely to be feasible for most online learners (although some may have labs available through other institutions).

Feasibility includes but is not limited to considering whether:

- You will have the financial or physical resources to do the study.
- The likely participants are accessible to you, or whether the data are actually available.
- The time frame required is reasonable for your dissertation.

The question must be phrased in the language of your discipline or school. A business question, for example, will not be worded in the same disciplinary language as education questions, public service leadership questions, or social/behavioral questions.

The research question must comply with all ethical constraints. A research question such as "To what extent can human beings survive X infectious disease without medical care?" might be unethical, unless some observational method could be devised that did not deliberately expose healthy persons to the disease), even though it is an important epidemiological and public health question.

Part of developing a viable research question includes clearly identifying the variables. Read through the following handout to gain further information:

- For **Business and Technology** , use [Variables in Quantitative Research: A Beginner's Guide – Business and Technology](#) .
- For **Counseling** use [Variables in Quantitative Research: A Beginner's Guide – Counseling](#) .
- For **Education** , use [Variables in Quantitative Research: A Beginner's Guide – Education](#) .
- For **Psychology** , use [Variables in Quantitative Research: A Beginner's Guide – Psychology](#) .
- For **Public Service Leadership** , use [Variables in Quantitative Research: A Beginner's Guide – Public Service Leadership](#) .

[U04S4] Unit 4 Study 4 Working on Your Research Question

Image of Capella University logo.	The Research Question Hierarchy
Presentation icon Launch Presentation	Transcript icon Transcript

Let's begin work on your research questions.

Media

Click **Launch Presentation** to view the *The Research Question Hierarchy*. Note that although the original source for the *Research Question Hierarchy* is in a business text, the application to all schools is easily made by using the word practitioner instead of manager. Practitioner can mean multiple things in the different schools:

- Practitioners in the business world can include managers, employees, customers, or business researchers or scholars.
- Practitioners in the education community can include administrators, teachers, parents, students, or educational scholar or researchers.
- Practitioners in the public service community can include leaders, volunteers, workers, the wider community, and scholars and researchers.
- Practitioners in the social science community can include therapists, teachers and supervisors, clients, families, and academic scholars or researchers.

Click **Launch Media** for your school or program to view *How to Craft a Research Question*.

[U04Q1] Unit 4 Quiz 1

Self-Assessment – Research Questions

The assessment for Research Questions consists of 14 questions—a combination of multiple choice and true or false. Complete the quiz assessment before moving on to the next activity.

[U04S5] Unit 4 Study 5 Crafting Your Research Question

As you develop your research question, remember that it must have the following qualities:

- It clearly identifies the variables and concepts (one concept in qualitative) to be investigated.
- It clearly identifies who the sample will be.
- It names any relationship between or among variables to be investigated.
- Its wording suggests the methodology and research design.
- It is posed grammatically as a question and ends in a question mark.

Select the activity handout that corresponds to your school or program and follow the instructions to craft a research question that derives from your research problem statement. Base your work on the presentations you studied.

- For **Business and Technology**, use [How to Craft a Successful Research Question – Business and Technology](#).
- For **Counseling** use [How to Craft a Successful Research Question – Counseling](#).

Image of Capella University logo.

How to Craft a Research Question

Click on the link for your school.

[Presentation icon](#) | [Transcript icon](#)
[Launch COUN Media](#) | [Transcript](#)

[Presentation icon](#) | [Transcript icon](#)
[Launch PSL Media](#) | [Transcript](#)

[Presentation icon](#) | [Transcript icon](#)
[Launch PSYCH Media](#) | [Transcript](#)

[Presentation icon](#) | [Transcript icon](#)
[Launch SOBT Media](#) | [Transcript](#)

[Presentation icon](#) | [Transcript icon](#)
[Launch SOE Media](#) | [Transcript](#)

Resources

Presentation icon [The Research Question Hierarchy](#).

School Specific Resources

Presentation icon [How to Craft a Research Question – Business and Technology](#).

Presentation icon [How to Craft a Research Question – Counseling](#).

Presentation icon [How to Craft a Research Question – Education](#).

Presentation icon [How to Craft a Research Question – Psychology](#).

Presentation icon [How to Craft a Research Question – Public Service Leadership](#).

Website icon [Variables in Quantitative Research: A Beginner's Guide – Business and Technology](#).

Website icon [Variables in Quantitative Research: A Beginner's Guide – Counseling](#).

Website icon [Variables in Quantitative Research: A Beginner's Guide – Education](#).

Website icon [Variables in Quantitative Research: A Beginner's Guide – Psychology](#).

Website icon [Variables in Quantitative Research: A Beginner's Guide – Public Service Leadership](#).

- For **Education** , use [How to Craft a Successful Research Question – Education](#) .
- For **Psychology** , use [How to Craft a Successful Research Question – Psychology](#) .
- For **Public Service Leadership** , use [How to Craft a Successful Research Question – Public Service Leadership](#) .

This work will be used in the next assignment, Your Research Question.

[U04A1] Unit 4 Assignment 1 Your Research Question

Using the Template for Your Research Question in Resources, create and submit a document to fulfill this assignment.

Follow these instructions:

- Title the document
"Firstname.Lastname.Research Question".
For example, Jane.Doe.Research Question.
This is not a paper, so it does not need full APA organization. No title page, abstract, Table of Contents, or reference list is needed.
- Utilize no more than *one page* for this assignment.
- Section one (use level 1 heading): Research Topic. Copy and paste (from your Research Plan) your most recent version of your research topic. Give no background or any explanation. Simply copy your topic here.
- Section two (use level 1 heading): Research Problem Statement. Copy and paste (from your Research Plan) your most recent version of your research problem. Give no explanation or background. Simply paste your problem statement here.
- Section three (use level 1 heading): Research Question. Provide only the recently constructed research question. No explanation or background should be given.
- Submit your research question to the assignment area.

Resources

Website icon [Your Research Question Scoring Guide](#) .

MS Word icon [Template for Your Research Question](#) .

Take time to review the scoring guide for this assignment. The faculty instructor will evaluate the research question on these criteria. In addition, make sure that your work includes the following:

- The three paragraphs are conceptually and terminologically consistent.
- The research question exhibits the five characteristics given above.

This is a graded assignment that will be worth 10% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Unit 4 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 5

Unit 5 Purpose Of The Study

Introduction

In this section, we will examine the purpose statement, which is one of the sections in chapter 1 of the dissertation. In general terms, the core purpose of your study is to answer the research question, whose purpose is to solve the research problem. It is probably safe to say, generally speaking, that nearly all research problems are based on larger **social** problems, **organizational** problems, or **human** problems.

As the presentation on The Research Question Hierarchy made clear, as scholar-practitioners, our research ought to evolve from real needs and problems. These wider social or practitioner problems (e.g., stopping or treating childhood abuse, improving educational outcomes, developing non-discriminatory curricula and educational programs, developing effective and cost-efficient public service delivery systems, or developing effective management techniques for organizations) cannot be solved by a single research project, although a single study may contribute important information to the effort.

Course Competencies

The competencies covered in this unit include the following:

- Competency 2 - Recognize one's own personal attributes as a scholar-practitioner during the research design process.
- Competency 4 - Apply advanced critical thinking skills to research methods and design.
- Competency 6 - Support ideas and concepts with evidence from the literature in proposing research methods and design.
- Competency 7 - Problem: Develop research questions that align with an identified problem.
- Competency 11 - Ethics: Apply ethics and academic integrity in scientific research.
- Competency 12 - Apply academic communication skills in verbal and written interactions within the scientific research process.

Group Discussion Activities – Topics and Replies

Please be aware that since the discussions in this unit take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u05s4] Unit 5 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Synthesize ideas and concepts with evidence from the literature in proposing a research method and design for the study.
2. Apply advanced critical thinking skills to articulate a sampling plan which aligns with all parts of the research plan.
3. Apply ethics and academic integrity in scientific research.
4. Demonstrate recognition of one's own personal attributes and challenges as a scholar-practitioner during the research design process.
5. Apply academic communication skills in verbal and written interactions within the scientific research process.

[U05S1] Unit 5 Study 1 Crafting the Purpose Statement of the Study

The core purpose of the study is to solve the research problem by collecting information that will answer the research question. A second purpose can be contributing knowledge toward a solution

Resources

Presentation icon [The Research Question Hierarchy](#).

of the wider problem. |

For a much fuller discussion of the purpose statement, you can review your school's guides for dissertation research:

- For **Business and Technology** , use [Dissertation Guide – School of Business and Technology](#) .
- For **Counseling** use [Dissertation Guide – School of Social and Behavioral Sciences](#) .
- For **Education** , use [School of Education PhD Dissertation Handbook](#) .
- For **Psychology** , use [Dissertation Guide – School of Social and Behavioral Sciences](#) .
- For **Public Service Leadership** , use [Dissertation Guide – School of Public Service Leadership](#) .

The second element of the purpose statement is the audience for the study. To whom is the study directed? Obviously, the immediate audience for a dissertation is the dissertation committee, who must approve it for you to graduate. But there also needs to be a wider audience than that. The wider audience(s) named in the purpose statement can include:

- The scholarly audience is (researchers interested in the topic).
- The practitioner audience is (the managers, leaders, workers, or interested parties who care about the research problem).
- Some other social group or wider audience who presumably will be interested in your results.

If you are primarily interested in:

- **Practitioners** , the purpose of the study might be to contribute information that they can use in their work.
- **Scholars or researchers** , it would be to contribute to the line of research and scholarship being pursued currently on your topic.
- **A wider social or community group** , your purpose would be to contribute information that they may find useful in addressing the specific issue or problem they face.

[U05S2] Unit 5 Study 2 Crafting the Purpose Statement

Media

Review the presentation *Crafting the Purpose Statement*

.

Writing the Purpose Statement

Based on the instructions in the presentation, write your purpose statement. It should describe:

- The social, community, or practitioner problem that forms the context for the research problem.
- The actual immediate purpose of the study, which is to answer the research question and by doing so, to contribute to the solution of the research problem. **Note:** Do not use generic language like this. Describe the purpose using the language of your specific study, topic, research problem, and research question.
- The audience beyond the dissertation committee to whom the study is aimed.

Enter your statement of the purpose of your study in your Research Plan.

[U05S3] Unit 5 Study 3 Research Topic Oral Presentation

Using Word, create a three-minute, four paragraph presentation for an oral Poster Presentation at the Weekend Experience.

The format is as follows:

- **Paragraph 1:** Describe your research topic. Enough background to provide context for your colleagues is permitted, but do not exceed one minute in oral presentation; a briefer period is allowed (saving time for the discussion of the lit review, for instance).
- **Paragraph 2:** Describe the key articles of existing research that gave you a research problem (in Track 1) and conclude the paragraph with a clear statement of the research problem in its most recent form. This part of the

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University logo.

Crafting the Purpose Statement

[Presentation icon](#)
[Launch Presentation](#)

[Transcript icon](#)
[Transcript](#)

Resources

[Scoring Guide icon](#) [Poster Presentation Scoring Guide](#) .

presentation may be as long as needed, provided that the entire presentation does not exceed three minutes in length.

- **Paragraph 3:** State the research question that is based on the problem statement.
- **Paragraph 4:** Finally, describe the purpose of the study as developed in this unit. Do not give background or explanation.

You may wish to review the *Poster Presentation Scoring Guide* from Unit 4 to see gain an understanding of how the presentation will be graded during the Weekend Experience. You will use this document not only during the Weekend Experience, but also to complete the next discussion, *Peer Review of Oral Presentation* .

[U05S4] Unit 5 Discussion 1 Topic Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#) .

Scoring Guide icon [Poster Presentation Scoring Guide](#) .

PDF icon [Courseroom Tutorial: Participate in Groups](#) .

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Peer Review of Oral Presentation

After you have prepared and timed the oral Poster Presentation (be sure it takes no more than three minutes), please submit a copy of the outline—not the full text—of your presentation to the discussion for your peers and instructor to review.

Response Guidelines

Respond to one colleague in your cohort. Provide feedback on any aspect of the outline that appears not to meet the criteria outlined in the previous study, *Research Topic Oral Presentation* .

Note: After your presentation at the Weekend Experience, your cohort partners will offer their personal feedback in the courseroom.

[U05Q1] Unit 5 Quiz 1

Units 2, 4 & 5 Summative Assessment Quiz

Complete the Units 2, 4 & 5 Summative Assessment Quiz, which consists of a combination of 20 multiple choice and true or false questions. You must achieve a score of 80% within the three allowed attempts. If, after three attempts, you have not reached 80% correct, you will need to contact your instructor to discuss options.

Unit 5 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 6

Unit 6 Theoretical Foundations Of The Study

Introduction

All research is built on theoretical foundations. There are three dimensions or elements in the theoretical foundations of a study, which we'll study here in Unit 6.

First, there are the assumptions made by the basic ***school of thought*** and the ***specialization area*** that support the research problem. Second, there are certain ***research philosophy assumptions*** underlying every study, dictated by the research paradigm that is adopted by the researcher in response to the research question. Third, in all quantitative studies and in a few qualitative designs, the researcher adopts a particular ***theoretical framework*** or lens through which to view the data or to construct the study. We'll address these in the first two unit activities, which cover *Theoretical Foundations: Paradigms and Research Philosophy Assumptions* .

Once you have crafted your research question and articulated the theoretical foundations of your study, you are ready to decide on the correct methodology (quantitative, qualitative, or mixed), and the appropriate research design for answering the question. We'll review these in the final three unit activities, which cover *Selecting the Correct Methodology and Research Design* .

Theoretical Foundations: Paradigms and Research Philosophy Assumptions

Before you select your research design, you need to understand the philosophical foundations of research. Understanding the philosophy of research is important to help you select the research tradition that complements your assumptions about the world. The research tradition that you select becomes your lens to view the phenomenon you are interested in studying. To match your perspective with a particular research tradition, you will respond to four key assumptions:

- Ontological.
- Epistemological.
- Axiological.
- Methodological.

You may have already covered this foundational material for the research process in your coursework. Confirm what you know, stay open to what you may not know. You and your cohort partners will utilize the information in this unit to address the relevant theoretical foundations component of your school's scientific merit review document.

The objectives of this unit are:

- Understand the role of research philosophies in the research process.
- Define the ontological, axiological, epistemological, and methodological assumptions of logical positivism and interpretivism (social constructivism).
- Identify the underlying research philosophies guiding quantitative and qualitative research designs.

In this section, we will explore some aspects of research philosophy, in particular the epistemological assumptions that underlie our research designs. You'll learn about the various components of the theoretical foundations of any study, and you'll learn how to apply them to your own research topic. This is not as difficult as it might seem, but in order to navigate these waters, you should learn some key terminology before we begin.

In research design circles, assumptions mean important concepts that we take for granted without needing to prove them. They come in many flavors.

The most important flavors are these are:

Philosophical assumptions, which specify what we take for granted about the nature of the things we're investigating. Within these philosophical assumptions are four interrelated sets of ideas that we take for granted:

- Assumptions about the nature of things. "What is real?" expresses these assumptions, which are called ontological assumptions.
- Assumptions about knowledge. "What can we know?" captures these, which are called epistemological assumptions.
- Assumptions about values. "What's important? What ought we to do?" are questions that capture these, which are called axiological assumptions.
- Assumptions about allowable methods. "What may we do to collect our data?" expresses these, which are called methodological assumptions.

Topical assumptions are the facts, theories, or issues related to the research topic that will not be investigated themselves and that we simply accept as being true without needing to demonstrate their truth. Some examples will be provided.

Methodological assumptions are those principles and practices that we take for granted when using the methodology—these are different from the philosophical methodological assumptions. You will explore these as well.

Course Competencies

This unit covers the following competency:

- Competency 4 - Apply advanced critical thinking skills to research methods and design.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Demonstrate an understanding of the role of research philosophies in the research process.
2. Define the ontological, axiological, epistemological, and methodological assumptions of logical positivism and interpretivism (social constructivism).

[U06S1] Unit 6 Study 1 Research Philosophy and Assumptions

Readings

Review handout that corresponds to your school. You will use this information as you further develop your Research Plan.

- For **Business and Technology**, use [Research Philosophy and Assumptions – Business and Technology](#).
- For **Counseling** use [Research Philosophy and Assumptions – Counseling](#).
- For **Education**, use [Research Philosophy and Assumptions – Education](#).
- For **Psychology**, use [Research Philosophy and Assumptions – Psychology](#).
- For **Public Service Leadership**, use [Research Philosophy and Assumptions – Public Service Leadership](#).

Additional Resources

For further information, read the following:

- Gunbayi's 2005 article, "[Women and Men Teachers' Approaches to Leadership Styles](#)," from *Social Behavior & Personality: An International Journal*, volume 33, issue 7, pages 685–698.
- Bowers and Seashore's 1966 article, "[Predicting Organizational Effectiveness With a Four-factor Theory of Leadership](#)," from *Administrative Science Quarterly*, volume 11, issue 2, pages 238–263.
- Denner, Meyer, and Bean's 2005 article, "[Young Women's Leadership Alliance: Youth-adult Partnerships in an All-female After-school Program](#)," from *Journal of Community Psychology*, volume 33, issue 1, pages 87–100.
- Syed's 2010 article, "[Developing an Integrated Self: Academic and Ethnic Identities Among Ethnically Diverse College Students](#)," from *Developmental Psychology*, volume 46, issue 6, pages 1590–1604.
- Venkatesh, Thong, and Xu's 2012 article, "[Consumer Acceptance and Use of Information Technology: Extending the Theory of Acceptance and Use of Technology](#)," from *MIS Quarterly*, volume 36, issue 1, pages 157–178.

- Venkatesh, Morris, Davis, and Davis's 2003 article, "[User Acceptance of Information Technology: Toward a Unified View](#)," *MIS Quarterly*, volume 27, issue 3, 425–478.
- Kreiner, Hollensbe, and Sheep's 2009 article, "[Balancing Borders and Bridges: Negotiating the Work-Home Interface via Boundary Work Tactics](#)," from *Academy of Management Journal*, 52, issue 4, pages 704–730.

[U06Q1] Unit 6 Quiz 1

Assessment – Research Philosophy and Assumptions

The assessment for *Research Philosophy and Assumptions* consists of 10 questions—a combination of multiple choice and true or false. Complete the assessment before moving on to the next activity.

Unit 6 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 7

Unit 7 Methodology And Research Design

Introduction

Your research question determines the methodology and the design of your investigation. In the next several unit activities, you will learn to conceptualize a specific research design to respond to your research question(s). You will cover quantitative and qualitative research designs, so be prepared for a lot of information. We do not expect you to become fluent in this material after this one unit. But try to at least understand that basic issues and terms: The more you can grasp from Unit 7, the more benefit you will receive from your school's companion course and from other research methods courses you will have.

Our hope is that from this unit you will be able to develop some preliminary selections of methodology and research design for your study. We don't expect that you master the material but you should identify the issues and areas of research design that you really do not understand. Knowing what you don't know will prepare you well for more detailed and in-depth coursework on research methods.

The objectives of this unit are:

- Identify a philosophical paradigm to guide a preferred research design for your study.
- Examine the key goals of quantitative and qualitative research designs.
- Describe the different research designs that fall under the quantitative and qualitative methodologies.

Course Competencies

The competencies covered in this unit include the following:

- Competency 4 - Apply advanced critical thinking skills to research methods and design.
- Competency 9 - Approach and Methodology: Propose a research methodology that aligns with an identified problem.

Group Discussion Activities – Topics and Replies

Please be aware that since the discussions in this unit take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u07s2] Unit 7 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Identify the underlying research philosophies guiding quantitative and qualitative research designs.
2. Identify a philosophical paradigm to guide a preferred research design for a study.
3. Examine the key goals of quantitative and qualitative research designs.
4. Describe the different research designs that fall under the quantitative and qualitative methodologies.

[U07S1] Unit 7 Study 1

Selecting the Correct Methodology and Research Design

Your research question determines the methodology and the design of your investigation. In the next several unit activities, you will learn to conceptualize a specific research design to respond to your research question(s). You will cover quantitative and qualitative research designs, so be prepared for a lot of information. We do not expect you to become fluent in this material after this one unit. But try to at least understand that basic issues and terms: The more you can grasp from Unit 7, the more benefit you will receive from your schools companion course and from other research methods courses you will have.

Our hope is that from this unit you will be able to develop some preliminary selections of methodology and research design for your study. We don't expect that you master the material but you should identify the issues and areas of research design that you really do not understand. Knowing what you don't know will prepare you well for more detailed and in-depth coursework on research methods.

The objectives of this unit are:

- Identify a philosophical paradigm to guide a preferred research design for your study;
- Examine the key goals of quantitative and qualitative research designs.
- Describe the different research designs that fall under the quantitative and qualitative methodologies.

First, some terminology. Review the handout that corresponds to your school:

- For **Business and Technology** , use [Methodology and Research Design: Terminology - Business and Technology](#) .
- For **Counseling** use [Methodology and Research Design: Terminology - Counseling](#) .
- For **Education** , use [Methodology and Research Design: Terminology - Education](#) .
- For **Psychology** , use [Methodology and Research Design: Terminology - Psychology](#) .
- For **Public Service Leadership** , use [Methodology and Research Design: Terminology - Public Service Leadership](#) .

Philosophical paradigm reflects back on the philosophical assumptions you learned about in Unit 6: The two dominant paradigms are positivism and social constructivism or interpretivism. A paradigm in scientific language after Thomas Kuhn (1962) has two levels of meaning:

A model or an account (explanation) of something. For example, in physics, the "standard model" incorporates elements of Newton's theory of gravity, Einstein's relativity theory, his special gravitational theory, and quantum mechanics to explain the nature of physical reality. Another way to think of this level of meaning for the word is that a paradigm is a worldview underlying one's activities and assumptions.

Within that model or account, the practices and procedures that constitute normal science. For instance, physicists operating within the standard model use large particle accelerators to smash particles together to see what smaller particles arise. Standard model physicists eschew the so-called "thought experiments" favored by cosmological physicists (scientists studying the origins of the universe in the Big Bang) as not being part of normal—meaning, experimental—science.

A **methodology** is a system of principles, traditions, rules, and methods for conducting a research study consistently and in accordance with an underlying paradigm. For our purposes here, there are two traditional methodologies in science: quantitative and qualitative. Some dissertations are done using mixed methodologies, combining both quantitative and qualitative components. However, all the schools at Capella University discourage mixed methods dissertations. Read the [Mixed Methods](#) disclaimer for more details.

Research designs exist within each of the two standard methodologies. Designs are blueprints for the actual study, specifying how each step of the study will be carried out in conformity with the

Image of Capella University logo.	Overview of Methodologies and Research Designs
Click on the link for your school.	
Presentation icon Launch COUN Media	Transcript icon Transcript
Presentation icon Launch PSL Media	Transcript icon Transcript
Presentation icon Launch PSYCH Media	Transcript icon Transcript
Presentation icon Launch SOBT Media	Transcript icon Transcript
Presentation icon Launch SOE Media	Transcript icon Transcript

basic methodology. In both quantitative and qualitative methodologies, each school has its acceptable designs, which you will review in this unit.

Media

Click **Launch Presentation** to review *Overview of Methodologies and Research Designs* .

Readings

- Review the handout that corresponds to your school. You will also be using this handout at the Weekend Experience, so make sure you download it and either print it or have it available on your laptop.
 - For **Business and Technology** , use [Available Designs Based on Example Research Questions - Business and Technology](#) .
 - For **Counseling** use [Available Designs Based on Example Research Questions - Counseling](#) .
 - For **Education** , use [Available Designs Based on Example Research Questions - Education](#) .
 - For **Psychology** , use [Available Designs Based on Example Research Questions - Psychology](#) .
 - For **Public Service Leadership** , use [Available Designs Based on Example Research Questions - Public Service Leadership](#) .
- Review the handout, [Design Diagrams](#) .

Assessment Preparation

In order to complete the assessment for Methodologies and Research Design, select the quiz that corresponds to your school or program:

- For **Business and Technology** , use the assessment, **u07q1** - Quiz on Methodologies and Research – SOBT.
- For **Counseling** use the assessment, **u07q2** - Quiz on Methodologies and Research – COUNS.
- For **Education** , use the assessment, **u07q3** - Quiz on Methodologies and Research – SOE.
- For **Psychology** , use the assessment, **u07q4** - Quiz on Methodologies and Research – PSY.
- For **Public Service Leadership** , use the assessment, **u07q5** - Quiz on Methodologies and Research – PSL.

[U07S2] Unit 7 Discussion 1 Topic Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Methodologies and Research Designs

After reviewing the presentation and handouts in the previous study, *Selecting the Correct Methodology and Research Design*, select a methodology and a research design to support your research question. Post a well-written message in the discussion area informing your cohort colleagues of the following:

- State the research question.
- State the methodology.
- State the research design you have selected.
- State in one or more paragraphs the justification for the research design; refer to the words of the research question that imply or suggest the selected design.

Response Guidelines

In your response to one colleague, discuss the following:

- Evaluate their selection of methodology and design by referring to their research question.
- Do the selections align correctly with the research question? Why? Why not?

If you see that the cohort partner you've selected to respond to has more than two responses, select someone with fewer. It is the cohort's responsibility to ensure that all members receive feedback.

Note: You will receive consultation and feedback on your selections from the faculty instructor at the Weekend Experience.

[U07Q1] Unit 7 Quiz 1

Quiz on Methodologies and Research – SOBT

If you are in the School of Business and Technology, complete this assessment, Quiz on Methodologies and Research – SOBT.

[U07Q2] Unit 7 Quiz 2

Quiz on Methodologies and Research – COUNS

If you are in Counseling, complete this assessment, Quiz on Methodologies and Research – COUNS.

[U07Q3] Unit 7 Quiz 3

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#).

Website icon [Design Diagrams](#).

School Specific Resources

Presentation icon [Overview of Methodologies and Research Designs – Business and Technology](#).

Presentation icon [Overview of Methodologies and Research Designs – Counseling](#).

Presentation icon [Overview of Methodologies and Research Designs – Education](#).

Presentation icon [Overview of Methodologies and Research Designs – Psychology](#).

Presentation icon [Overview of Methodologies and Research Designs – Public Service Leadership](#).

Website icon [Available Designs Based on Example Research Questions – Business and Technology](#).

Website icon [Available Designs Based on Example Research Questions – Counseling](#).

Website icon [Available Designs Based on Example Research Questions – Education](#).

Website icon [Available Designs Based on Example Research Questions – Psychology](#).

Website icon [Available Designs Based on Example Research Questions – Public Service Leadership](#).

PDF icon [Courseroom Tutorial: Participate in Groups](#).

Quiz on Methodologies and Designs – SOE

If you are in the School of Education, complete this assessment, Quiz on Methodologies and Research – SOE.

[U07Q4] Unit 7 Quiz 4

Quiz on Methodologies and Research – PSY

If you are in Psychology, complete this assessment, Quiz on Methodologies and Research – PSY.

[U07Q5] Unit 7 Quiz 5

Quiz on Methodologies and Research – PSL

If you are in Public Service Leadership, complete this assessment, Quiz on Methodologies and Research – PSL.

Unit 7 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 8

Unit 8 Designing The Sampling Plan

Introduction

This unit focuses on the first element in your research design, namely, sampling.

You will:

- Review theory about research sampling plans.
- Identify the necessary components of a sampling plan or design.
- Draft a preliminary sampling plan for your study,
- Consider ethical challenges in sampling.

Course Competencies

The competencies covered in this unit include the following:

- Competency 5 - Synthesize ideas and concepts from previous research to form new frameworks to guide new research.
- Competency 9 - Approach and Methodology: Propose a research methodology that aligns with an identified problem.
- Competency 11 - Ethics: Apply ethics and academic integrity in scientific research.

Group Discussion Activities – Topics and Replies

Please be aware that since the discussions in this unit take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u08s5] Unit 8 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Demonstrate ability to draft a preliminary sampling plan.
2. Identify ethical challenges in sampling.
3. Synthesize ideas and concepts with evidence from the literature in proposing research method and design for the study.
4. Apply advanced critical thinking skills to articulate sampling plan which aligns with all parts of the research plan.
5. Demonstrate recognition of one's own personal attributes and challenges as a scholar-practitioner during the research design process.
6. Apply academic communication skills in verbal and written interactions within the scientific research process.

[U08S1] Unit 8 Study 1 Sampling Theory

Choosing a sample requires different approaches in qualitative and quantitative methodologies. Although researchers and scholars trained only in quantitative methods tend to misunderstand qualitative sampling strategies, our schools expect their learners to be familiar enough with both to be educated consumers of either kind of research, regardless of the methodology in which they do their own work. This unit will allow you to begin considering the theoretical similarities and differences between the two kinds of sampling.

You will find terms in these articles that differ from those used by Capella University for the same concepts. For example, Capella divides quantitative designs into three basic families: experimental, quasi-experimental, and non-experimental. Onwuegbuzie and Collins (2007), however, call the same categories "experimental," "causal comparative," and "correlational." Experimental is used in both categorizations. Causal-comparative (also known as ex post facto design) is a sub-category of Capella's quasi-experimental designs, and correlational corresponds to Capella's non-experimental (it is also a sub-category of non-experimental).

Onwuegbuzie and Collins are writing about mixed methods research (using both quantitative and qualitative methodologies in a single study). [Mixed methods](#) research is governed by specific considerations in all schools at Capella University. Mixed-methods research is complex and arduous, and can require special permissions, additional coursework, and a mentor with expertise in mixed methods. Further, mixed-methods dissertations usually take longer and therefore are more costly, both in time and money. Each of Capella's doctoral schools has specific requirements for learners wishing to pursue mixed designs. You can find the requirements for your school on iGuide. Go to the home page of [Research at Capella](#). There, click on the link to "Research in [your school's name]." On the Research Page for your school, open the "Acceptable Methods Document" and review the requirements for mixed methods.

Similarly, Marshall (1996) discusses three kinds of qualitative sampling: convenience sampling, judgment sampling, and theoretical sampling. These terms are used in Capella, but "judgment" sampling is more often called "purposive" or "purposeful" sampling.

The point you should take from these (and other) comparisons is that among scholars and scientists, terminology sometimes differs depending on geography, local usage, the writer's academic discipline, and other external factors. But we often, and indeed usually, mean similar things even when we use different words. As you become increasingly familiar with the underlying concepts, you will be more comfortable moving around in term-space and "translating" new terms you come across.

Readings

- Access William Trochim's [Research Methods Knowledge Base](#) and review the "Sampling" chapter.
- Read the article "[Sampling for Qualitative Research](#)" (Marshall, 1996). Although this article focuses on qualitative methodology, its primary goal is to compare aspects of sampling between the two methodologies, which is our objective in this unit.
- Read two sections of the article "[A Typology of Mixed Methods Sampling Designs in Social Science Research](#)." (Onwuegbuzie & Collins, 2007). Specifically, read the sections "Sampling Schemes" on pages 283-287 and "Sample Size" on pages 287-289. You are welcome to read the rest of the article—and you should save it for your methodology reference list—but it is very technical and unless you are well-versed in sampling theory (which we assume most learners in Track 2 are not), it can be quite confusing. Another reason to read only the two assigned sections is that the rest of the article discusses mixed methodologies design, which is far more complex than single methodology research designs and are subject to additional conditions and permissions at Capella. However, the two assigned sections are clear and applicable to the topic of this unit, and you should be able to use them productively.
- Read the first five pages of the Devers and Frankel (2000) article, "[Study Design in Qualitative Research—2: Sampling and Data Collection Strategies](#)."

[U08Q1] Unit 8 Quiz 1 Assessment – Sampling Theory

Please answer all the items in the Sampling Theory assessment quiz. They are based on the information you studied in the Trochim Research Methods Knowledge Base and the three articles you read for the Sampling Theory study.

[U08S2] Unit 8 Study 2 Elements of the Sampling Plan

There are many terms used to denote the sampling plan: Sampling scheme, sampling strategy, sampling design and others. Regardless of the terms used, however, all describe the same things. The sampling plan is the first concrete part of the overall research design. In this section, you will explore what comprises a sampling plan. Before starting, let's clear up some terminology errors.

Three terms that you need to know are often confused:

- Population

Image of Capella University logo.	Elements of a Sampling Plan
Presentation icon Launch Presentation	Transcript icon Transcript

- Sample
- Sampling frame.

The population is different from the sample. The population is all the people in the world that you are interested in studying. (It is not "all the people in the world"!) If your population is living Native Americans (without specifying a tribe), then the population is ALL the Native Americans who are currently alive. If your population is Cherokee Nation members, then the population is limited to only Cherokees. The sample, on the other hand, would be the specific Cherokees whom you actually talked to, tested, observed, or in some way collected information from. Novice researchers frequently confuse the two terms.

Some texts talk about the "target population," but this is synonymous with "population of interest" or simply "population."

If you are interested in studying managerial tactics in mid-size corporations, your population of interest would be managers in mid-size corporations. Your population would not be, say, managers in small or very large corporations. If you wish to investigate the teaching practices of fourth grade teachers, fourth grade teachers and only fourth grade teachers are your population. You might, in fact, specify the population even more closely by limiting it to fourth grade teachers in public schools in large urban settings, or to fourth grade teachers in private religious schools. In the latter case, fourth grade teachers in public schools would not be your population.

Your sample of managers, on the other hand, might come from three mid-size companies in Minneapolis, and might be only 20% of the managers in those companies. Your sample of fourth grade teachers might only come from two contiguous public school districts in Alabama, and might comprise only 15% of all the teachers in those districts.

The sampling frame is another term to be familiar with. The sampling frame is a subset of persons in the target population from which you will actually select or recruit your participants. It is smaller than the population but larger than the sample; the sampling frame makes it easier for you to recruit.

For example, suppose your population of interest is first year college students. There are hundreds of colleges and universities that have first year students—your population—which makes recruitment enormously difficult. By deciding on a smaller group of colleges from which to recruit, choosing them for their resemblance to the "average" college, you have created a sampling frame. Instead of having to send letters to the provosts of hundreds of colleges (and in the end, having to travel to very far-flung colleges to do your data collection later), you can narrow your search to perhaps half a dozen representative colleges closer to home. This is your sampling frame. It means, simply, the smaller portion of the population from which you intend to sample.

In as many respects as possible, you will try to make sure that your sampling frame and your sample—the actual group of participants in your study—as representative of the larger population as possible. This goes for both quantitative and qualitative studies. The "gold standard" for this is to use random selection of participants, which works in some quantitative research, but not in qualitative research. However, a common misconception of novice researchers is that qualitative samples need not be representative of the population, but they do. This misconception may be based on a misunderstanding of the term "population."

If the population were all human beings, then qualitative samples cannot be representative because they are not selected randomly. But if the population is only those people who can provide meaningful information about the research topic, then one should find sample participants who fairly represent the rest of the population.

It would be a sampling error to select randomly for a study whose population has specialized knowledge or experience, because you might end up with participants without such knowledge or experience! This is one important reason for not using random selection techniques in qualitative

research, but it applies to quantitative studies where the population has some special characteristic. Just keep in mind that all sampling strategies aim to fairly represent the target population.

Media

Click Launch Presentation to view *Elements of Sampling Plans* . After you have completed the presentation, complete the quiz, *Assessment: Sampling Plans* .

[U08Q2] Unit 8 Quiz 2

Assessment – Elements of Sampling Plans

After reading through the material and viewing the presentation in the Elements of the Sampling Plan study, complete the Elements Sampling Plans assessment.

[U08S3] Unit 8 Study 3

Ethical Challenges in Recruitment

As you determine who will be part of your sample and how you will recruit, it is important to remember that your study will involve real people. As you interact with research participants during the recruitment process, you run the risk of putting them in harm's way, breaching their confidentiality, and intruding on their privacy. It is therefore very important that you understand ethical challenges in the sampling and recruitment process.

Readings

Review the material on [Recruitment](#) on iGuide and listen to the [Recruitment Strategies & Materials Webinar](#) (9 minutes) to learn how to design your sampling and recruitment strategies to avoid or mitigate ethical challenges.

After you have reviewed this material, please complete the quiz, *Assessment: Ethical Challenges in Recruitment* .

[U08Q3] Unit 8 Quiz 3

Assessment – Ethical Challenges in Sampling

Complete the Ethical Challenges in Sampling assessment quiz.

[U08S4] Unit 8 Study 4

Designing the Sampling Plan

You will remember from earlier units that the driver of your research design is your research question. It provides the clues to the form and function of your sampling plan. For example:

- Your research question asks about a relationship between two variables in a population. From that population, you will need to recruit a single group that has those variables.
- Your question asks about differences in scores on a dependent variable between two or more groups taken from a population. You will need to sample in such a way as to end up with those two or more groups.
- Your question is about a particular kind of experience (e.g., losing a job or becoming divorced or being caught up in a civil disturbance) or a specific sort of process (e.g., aging or overcoming a bankruptcy or learning a foreign language). Your sample, then, will have to be selected to make sure they have actually experienced the thing you're studying.

You will recall that there are various degrees of rigor in sampling—from truly random sampling to purposive or purposeful sampling, down to convenience sampling. All are used in dissertations—although by and large, the most common sampling design in dissertations is somewhere between purposive and convenience sampling.

In this section, you'll take your first stab at designing the sampling plan for your own dissertation study. At the Weekend Experience, you will be able to consult with your faculty instructor on its fine points and develop it further. If you've already done this exercise in your school's companion course to Track 2, then take this opportunity to refine and improve the sampling plan. If not, when you do take the companion course, you'll be a step ahead of this part of the course assignments.

[U08A1] Unit 8 Assignment 1 **Sampling Plan Flow Chart**

Directions: Open the Sampling and Recruitment Plan Flow Chart worksheet. The first page is an example of how to complete the flow chart. Pay attention to the notes on the second page. The third page is a blank template for you to use to design your own sampling plan.

Resources

Website icon [Sampling Plan Flow Chart Scoring Guide](#) .

MS Word icon [Sampling and Recruitment Plan Flow Chart](#) .

Follow the instructions and complete a flowchart for your own research study.

When it is complete, make a copy (or download it to your laptop) to bring to the Weekend Experience, where you can consult with the faculty instructor on your sampling plan and where you will draft a prose version of the flowchart in your school's Research Plan document.

Submit a copy of the flow chart to the assignment area. |

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U08S5] Unit 8 Discussion 1 Topic **Group Discussion Instructions**

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#) .

Website icon [The Definition of High Quality](#) .

PDF icon [Courseroom Tutorial: Participate in Groups](#) .

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Sampling Design

Post a high-quality message in which you discuss the following:

- What is your sampling design (probability or non-probability)?
- What is your specific sampling method?
- How large will your sample be?
- How did you arrive at that number?
- Name three potential ethical challenges in your sampling plan and how you plan to mitigate them.

Response Guidelines

Respond to the posts of one cohort partner. If the partner you select already has a number of responses, respond to a colleague who has not gotten many responses yet. The cohort is responsible for ensuring that all members receive feedback. In your response, do the following:

- Evaluate the sampling plan and offer constructive feedback about its construction, feasibility, or level of detail.
- Provide thoughtful feedback on the ethical challenges, and provide thoughts about additional ethical challenges if you see them.

Unit 8 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

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UNIT 9

Unit 9 Preparing For The Weekend Experience

Introduction

The next few unit activities will familiarize you with the Track 2 Weekend Experience. First you will review the Handout Overview of the Track 2 Weekend Experience. Then, another handout will review what you need to bring and what you should be prepared to do at the Weekend Experience. Finally, you can use the Track 2 Checklist to ensure that you are well prepared for the face to face experience.

Congratulations! You are nearing the completion of Units 1-9 of the Track 2 Courseroom and are just about ready to attend the Weekend Experience. We hope that the materials covered here:

- Helped you to grow as a scholar-practitioner.
- Sharpened your critical thinking skills.
- Helped you to expand and deepen your thinking as a researcher about your research design.
- Refreshed your awareness of the standards required for genuinely scholarly writing and communicating.

Naturally, you will still grow a great deal more in all four of these areas as you complete your doctoral training program. But you are working on these skills at the right time in your development as a doctoral learner. We look forward to seeing and working with you at the Weekend Experience.

Course Competencies

The competencies covered in this unit include the following:

- Competency 2 - Recognize one's own personal attributes as a scholar-practitioner during the research design process.
- Competency 4 - Apply advanced critical thinking skills to research methods and design.
- Competency 6 - Support ideas and concepts with evidence from the literature in proposing research methods and design.
- Competency 7 - Problem: Develop research questions that align with an identified problem.
- Competency 11 - Ethics: Apply ethics and academic integrity in scientific research.
- Competency 12 - Apply academic communication skills in verbal and written interactions within the scientific research process.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Prepare for the Weekend Experience.
2. Apply social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study.
3. Develop research question(s) that align with the identified topic and problem.

[U09S1] Unit 9 Study 1 Preparing for the Weekend Experience

Media

Click **Launch Presentation** to review *Overview of the Weekend Experience for Track 2* .

Readings

Review the handout, [Information, Policies, and What to Bring to the Weekend Experience](#) .

Assignment Preparation

Before we are done, please open your [Track 2 Colloquium Courseroom Checklist](#) and go over it one last time to ensure that you have done everything you need to before coming to the Weekend

Image of
Capella
University logo.

**Overview of the
Weekend Experience
for Track 2**

[Presentation icon
Launch Presentation](#)

[Transcript icon
Transcript](#)

Experience. Remember, all the activities must be completed in order to get credit for the pre-weekend experience courseroom.

In addition, you might also want to take a look at the *Completing the Weekend Experience Checklist* from Unit 10. Although this checklist will not be due until after the Weekend Experience, it will give you an idea of what will be expected of you during the Weekend Experience.

- For **Business and Technology** , use [Completing the Weekend Experience Checklist – Business and Technology](#) .
- For **Counseling** , use [Completing the Weekend Experience Checklist – Counseling](#) .
- For **Education** , use [Completing the Weekend Experience Checklist – Education](#) .
- For **Psychology** , use [Completing the Weekend Experience Checklist – Psychology](#) .
- For **Public Service Leadership** , use [Completing the Weekend Experience Checklist – Public Service Leadership](#) .

You may also wish to skim the Weekend Experience Learner Guidebook, which will be used extensively through the weekend. The guidebook may be accessed from the [iGuide: PhD Track 2](#) Web page.

[U09A1] Unit 9 Assignment 1 **Self-Assessment – Track 2 Courseroom Checklist**

Submit the completed Track 2

Courseroom Checklist to the assignment area. **Reminder** : All of the courseroom activities must be completed to get credit for this assignment. There will be no partial credit given. This is a graded assignment that will be worth 5% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Resources

Website icon [Self-Assessment – Track 2 Courseroom Checklist Scoring Guide](#) .

MS Word icon [Track 2 Colloquia Courseroom Checklist](#) .

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U09S2] Unit 9 Study 2 **Evaluation Forms for the Track 2 Weekend Experience**

During the Weekend Experience, you will be expected to provide feedback on the work your peers are doing. Use the following links to access the various feedback forms needed:

- [Analysis of Elements of Literature Reviews](#) .
- [Structure and Style of Written Presentations](#) .
- [Modified Capella Writing Feedback Tool](#) .
- [Modified Capella Writing Feedback Tool: Oral Presentations](#) .
- [Scholarly Communication Evaluation Rubric: Well-Formed Research Questions and Purpose Statements](#)

[U09A2] Unit 9 Assignment 2 **Poster Presentations**

At the Weekend Experience you will create a poster session to present to your cohort and Instructor. In addition to the actual poster, you will create an outline of your poster presentation and submit it electronically. This will allow your Cohort

Instructor to access the scoring guide while you are presenting your poster. This is a graded assignment that will be worth 30% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Resources

Website icon [Poster Presentations Scoring Guide](#) .

The poster and electronic submission of your poster should include the following:

- Research Topic.
- Research Problem Statement.
- Research Question.
- Methodology.
- Basic Design (or approach).
- Sampling Plan.
- Ethical Challenges.

Be sure to review the scoring guide to ensure understanding of how the presentation will be assessed.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Unit 9 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

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UNIT 10

Unit 10 Final Assessment, Post-Weekend Wrap-Up, And Preparing For Track 3

Introduction

You have completed the pre-residency courseroom activities and now you've completed the Weekend Experience! Congratulations. It is time now to wrap up the experience by completing the Final Assessment.

Your courseroom faculty instructor will use an evaluation rubric to provide you a score that can serve as a benchmark of your development at this stage of your program. Take some time to review the Final Assessment Assignment Scoring Guide to ensure that you have an understanding of how this assignment will be assessed.

Once you have completed the Final Assessment and the Weekend Experience Checklist, you will begin to plan for Track 3. You have worked through activities with a broad focus in order to develop your skills as a scholar-practitioner, critical thinker, independent researcher, and professional communicator. You have received valuable feedback from your peers, your instructor, and from self-assessment activities throughout the course. With that feedback and self-assessment, you have a clear understanding of your strengths and areas that need continued improvement.

In this unit you will develop a preparation plan for Track 3. Consider every activity you can engage in, between now and your attendance at the Track 3 colloquium, that will strengthen your research skills and prepare you for the Track 3 course.

Course Competencies

The competencies covered in this unit include the following:

- Competency 2 - Recognize one's own personal attributes as a scholar-practitioner during the research design process.
- Competency 3 - Analyze personal progress to develop the scholar practitioner identity during the research design process.
- Competency 5 - Synthesize ideas and concepts from previous research to form new frameworks to guide new research.
- Competency 9 - Approach and Methodology: Propose a research methodology that aligns with an identified problem.
- Competency 11 - Ethics: Apply ethics and academic integrity in scientific research.
- Competency 12 - Apply academic communication skills in verbal and written interactions within the scientific research process.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Apply academic communication skills in completing a Research Plan that includes the following: full English prose sentences; proper citations; a correct reference list; no more than two types of APA errors; and no more than two mechanical errors per page.
2. Demonstrate academic communication skills in the main body of the Research Plan, by discussing the following items, each in its section, and each aligned consistently with the others: The research topic, including how it contributes to specialization.
3. Create an argument, in the main body of the text, that is coherent and explicit, showing: How the research question is derived from problem statement based on a literature review on the topic.
4. Discuss ethical challenges related to the specified sampling plan.
5. Create a reference list of all cited materials, in complete APA 6th Edition format and style.
6. Thoroughly address the plan for deepening and broadening the literature review on the chosen research topic and articulated action steps, resources, and date to be completed.
7. Thoroughly address the plan for deepening and broadening the literature on the chosen methodology and research design and articulated action steps, resources, and date to be completed.

8. Thoroughly address the plan for learning about the remaining elements of the Research Plan and articulated action steps, resources, and date to be completed.

[U10A1] Unit 10 Assignment 1 **Final Assessment Assignment**

You have completed the pre-residency courseroom activities and now you have completed the Weekend Experience! Congratulations. It is time now to wrap up the experience by completing the Final Assessment. **Note** : The assessments must be submitted within one week of the close of the Weekend Experience.

Your courseroom faculty instructor will use an evaluation rubric to provide you a score that can serve as a benchmark of your development at this stage of your program. Take some time to review the Final Assessment Assignment Scoring Guide to ensure that you have an understanding of how this assignment will be assessed.

This is a graded assignment that will be worth 35% of your total numerical grade.

You must pass this assignment in order to pass this course. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

You will receive a numerical score from 1–100 based on the scoring guide for this assignment after your instructor reviews it. Your instructor will convert that grade according to the following:

- Scores between 0–14 will be converted to a zero in the courseroom gradebook and will earn zero percent towards the final course grade.
- Scores between 15–100 will be converted to a 100 in the courseroom gradebook and will earn 100 percent towards the final course grade.

For the Final Assessment, you will update and complete the Research Plan you have been working on throughout Track 2, detailing either a quantitative study or qualitative study. You will complete Sections 1–4 on the DRP for this assignment. Please select the Research Plan Template for your proposed dissertation project based on the methodology you selected for your Research Plan. Links to blank copies are included in the resources, in case you want to start with a clean copy. There are also school specific instructions for completing the research plan that you will find helpful.

The completed plan should follow full APA 6th edition format, including the following:

- Full English prose sentences.
- MEAL plan followed in paragraphs.
- Proper citations.
- Correct reference list.
- No more than two types of APA errors.
- No more than two mechanical errors per page (punctuation, spelling, grammar, usage, etc.).

NOTE: (This does not apply to Psychology learners.) The tentative approval, via a passing grade, of your Research Plan by the Colloquium Instructor in the Colloquium courseroom is preliminary. Your

Resources

Website icon [Final Assessment Assignment Scoring Guide](#)

MS Word icon [Qualitative Dissertation Research Plan Template](#).

MS Word icon [Quantitative Dissertation Research Plan Template](#).

MS Word icon [Qualitative Dissertation Research Plan Instructions - Business and Technology](#).

MS Word icon [Quantitative Dissertation Research Plan Instructions - Business and Technology](#).

MS Word icon [Qualitative Dissertation Research Plan Instructions - Counseling](#).

MS Word icon [Quantitative Dissertation Research Plan Instructions - Counseling](#).

MS Word icon [Qualitative Dissertation Research Plan Instructions - Education](#).

MS Word icon [Quantitative Dissertation Research Plan Instructions - Education](#).

MS Word icon [Qualitative Dissertation Research Plan Instructions - Psychology](#).

MS Word icon [Quantitative Dissertation Research Plan Instructions - Psychology](#).

MS Word icon [Qualitative Dissertation Research Plan Instructions - Public Service Leadership](#).

MS Word icon [Quantitative Dissertation Research Plan Instructions - Public Service Leadership](#).

Colloquium instructor will provide feedback appropriate to continue the iterative process of preparing the research plan. While this is not an official approval by the School, a well-developed Research Plan will be an important starting point once you begin working in the dissertation phase with your mentor. Again, creating the final Research Plan will include feedback from many instructors throughout your courses and colloquium; however, final approval of the research plan comes from your mentor in the dissertation classroom.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U10S1] Unit 10 Study 1

Track 2 Final Assessment Scoring

Once you have received your score for the Final Assessment assignment, please review the following information to determine what this means for your work as an independent researcher and to get some direction on how you should proceed prior to Track 3.

If you received a score between 85 and 100:

- You are meeting expectations in your development as an independent researcher as defined within the outcomes and competencies for your track.
- The content provided within your Topic Approval Section(s) of your school's Research Plan is of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to improve your research knowledge and skills.
- Apply the information to refine your Topic Approval Section(s) of your school's Research Plan.

If you received a score between 75 and 84:

- You are progressing in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Aspects within your Topic Approval Section(s) of your school's Research Plan are not of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to identify the specific skills within the competencies that require your attention.
- Apply the information to address the gaps in your Topic Approval Section(s) of your school's Research Plan.

If you received a score between 65 and 74:

- You are not meeting expectations in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Your Topic Approval Section(s) of your school's Research Plan is not of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to identify the competencies that require development.
- Apply the information to revise and develop your Topic Approval Section(s) of your school's Research Plan.

If you received a score between 0 and 14:

- You are demonstrating unsatisfactory progress in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Your Topic Approval Section(s) of your school's Research Plan is not of submission quality to your school for Scientific Merit Review.
- Work with your instructor to develop a Track Preparation Plan to facilitate your development within the competencies for your track.
- Apply the information to begin to develop your Topic Approval Section(s) of your school's Research Plan.

[U10A2] Unit 10 Assignment 2

Completing the Weekend Experience Checklist

Once you have finished the Completing the Weekend Experience Checklist, submit it to the assignment area. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time. You must participate in all of the Weekend Experience sessions to get credit for this assignment. There will be no partial credit given. This is a graded assignment that will be worth 10% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Resources

Website icon [Completing the Weekend Experience Checklist Scoring Guide](#) .

MS Word icon [Completing the Weekend Experience Checklist – Business and Technology](#) .

MS Word icon [Completing the Weekend Experience Checklist – Counseling](#) .

MS Word icon [Completing the Weekend Experience Checklist – Education](#) .

MS Word icon [Completing the Weekend Experience Checklist – Psychology](#) .

MS Word icon [Completing the Weekend Experience Checklist – Public Service Leadership](#) .

[U10S2] Unit 10 Study 2 Elements of Your Research Plan

The following table shows the elements of your Research Plan that you will work on in Track 3. You can find the instructions for each of the elements in your copy of the Research Plan.)

Remaining Elements of the Research Plan.

Qualitative: Section 5 – Research Data	Quantitative: Section 5 – Research Data
5.2 Data Collection Procedure	5.1 Constructs
5.3 Guiding Interview Questions	5.2 Variables
5.4 Data Analysis	5.3 Operational Definitions
5.5 Role of the Researcher	5.4 Measurements and Instruments
5.6 Credibility, Dependability, and Transferability	5.5 Research Hypothesis
	5.6 Types of Data
	5.8 Data Collection Procedures
	5.9 Data Analysis
	5.10 Expected Findings

Between Tracks 2 and 3, you should plan to prepare for completing these elements of your Research Plan. In some schools, you may have worked on your research plan already in a course or two. If not, however, Track 3 will introduce you to the remaining elements of a full research plan.

As you have now heard many times, you should also continue adding to your bibliography for the literature review, and it is time to start collecting primary articles and books about your methodology and design, so that you can prepare for mastery of that aspect of your dissertation as well. Organize each course between now and Track 3 to help you deepen your literature review on both your topic and on your methodology. Before you begin your dissertation, you want to learn all there is to learn about:

- The key theories in your field (the research literatures related to your chosen topic are your "field").
- The key controversies, disagreements, or open questions in your field.
- The dominant (and important emergent) theories that you might choose to guide your research project (if it is quantitative).
- The detailed theories and procedures for the methodology and design you have selected.
- The details and areas of agreement and disagreement (among methodologists) about specific sampling, data collection, and data analysis within your chosen methodology.

[U10A3] Unit 10 Assignment 3 Track 2 Preparation Plan

Complete each section of the Preparation Plan chart (found in Resources) as you describe and articulate your plans to prepare for the Track 3 Colloquium. Add additional action step line items as necessary.

Resources

Website icon [Track 2 Preparation Plan Scoring Guide](#) .

MS Word icon [Track 2 Preparation Plan](#) .

This is a graded assignment that will be worth 5% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Entering Track 3: You will submit an update of this plan once you get to the Track 3 courseroom. It is expected that you will have completed all of the actions steps prior to your Track 3 Colloquium course.

Submit your *Track 2 Preparation Plan* paper in the assignment area in the courseroom. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Keep a copy of your preparation plan to submit to your mentor when you are assigned one.

Note: The courseroom faculty instructor will evaluate your paper using a grading rubric. You can review the grading rubric to acquaint yourself with the requirements and the evaluation.

Unit 10 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

DISCUSSION PARTICIPATION SCORING GUIDE

Due Date: Weekly.

Percentage of Course Grade: 5%.

DISCUSSION PARTICIPATION GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
Applies relevant course concepts, theories, or materials correctly.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Applies relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Supports position with applicable knowledge.	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

Participation Guidelines

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion question-unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial responses in the discussion area by midweek. Comment to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

PREPARATION PLAN RESULTS SCORING GUIDE

Due Date: End of Unit 1.

Percentage of Course Grade: 0%.

PREPARATION PLAN RESULTS SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Create a plan for deepening and broadening the literature review on the chosen research topic.	25%
Create a plan for refining the problem statement.	25%
Create a personal development plan to improving research skills.	25%
Identify the time frame for attending Track 2 residency.	25%

UPDATING THE RESEARCH PLAN SCORING GUIDE

Due Date: End of Unit 1.

Percentage of Course Grade: 0%.

UPDATING THE RESEARCH PLAN SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. DRP (1.1) 20%	One or more elements of the topic statement are incorrectly formed. Topic not endorsed by learner's specialization/ program.	All elements of the topic statement are correctly formed, but one or more elements is unclear or too broadly focused.	The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/ among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. Topic is appropriate for the specialization/program. (1.1)	All elements are exceptionally well-formed, eloquently stated and appropriately focused; and there are no errors in APA-compliant grammar, usage or spelling. Topic is appropriate for the specialization/program.
The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. DRP (1.2, 2.1) 20%	The research problem statement lacks either a summary of what is known or a summary of what is not known, or the research problem itself is not explicitly stated.	Both key findings and gaps or problems in the existing are stated, but the research problem itself is not explicitly stated.	The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. (1.2, 2.1)	The research problem is eloquently stated; Existing literature and key findings are summarized and well supported; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied, and there are no errors in APA-compliant grammar usage, or spelling.
The contribution to the field, including theoretical and practical implication, is articulated clearly. DRP (Qual 3.1-3.4, Quant 3.2-3.4) 20%	The contribution is not articulated and both theoretical and practical implications are missing.	The contribution identifies theoretical and practical implications but they are not articulated clearly and sufficiently.	The contribution to the field, including theoretical and practical implication, is articulated clearly (Qual 3.1-3.4, Quant 3.2-3.4)	The contribution to the field, including theoretical and practical implications, is articulated clearly and sufficiently.
The theoretical framework is articulated clearly and is appropriate for the specialization and topic. DRP (Quant 3.1) 20%	The theoretical framework is not articulated.	The theoretical framework is identified and is appropriate for the specialization and topic but is not articulated adequately. (Quant 3.1)	The theoretical framework is articulated clearly and is appropriate for the specialization and topic. (Quant 3.1)	The theoretical framework is clearly and fully articulated, and is appropriate for the specialization and topic.
The reference list is correctly formatted according to APA 6th edition. (6.0) 10%	The reference list contains less than 25 entries and/or is not correctly formatted according to APA 6th edition.	The reference list has only a foundational number of sources and/ or is not correctly formatted according to APA 6th edition.	The reference list is within scope and is correctly formatted according to APA 6th edition. (6.0)	The reference list is comprehensive, within scope, and correctly formatted according to the APA 6th edition and has no errors.
Sources are correctly cited using APA 6th edition. (ALL) 5%	Sources are not correctly cited using APA 6th edition.	Sources are inconsistently cited according to APA 6th edition format standards, containing more than two errors.	Sources are correctly cited using APA 6th edition. (ALL)	The reference list contains a minimum of 75 entries and is correctly formatted according to the APA 6th edition and has no errors.

Criteria	Non-performance	Basic	Proficient	Distinguished
<p>The writing in each item is sufficiently scholarly in tone, and contains few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL) 5%</p>	<p>The writing is insufficiently scholarly in tone, and contains more than two editorial or mechanical errors per page.</p>	<p>The writing is sufficiently scholarly in tone and contains fewer than two editorial or mechanical errors per five pages.</p>	<p>The writing in each item is sufficiently scholarly in tone, and contains few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL)</p>	<p>The writing in each item, is sufficiently scholarly in tone and in, and contains no editorial or mechanical (grammar, usage, typography, etc.) errors.</p>

ADVANCED SEARCHING TECHNIQUES SCORING GUIDE

Due Date: End of Unit 2.

Percentage of Course Grade: 0%.

ADVANCED SEARCHING TECHNIQUES SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Deepen research skills by using controlled vocabulary to search for more focused results.	25%
Add to Literature Review by mining bibliographies and searching cited references.	25%
Demonstrate the ability to search by methodology.	25%
Demonstrate the ability to search for articles by their type (e.g., experimental, correlational, theoretical, etc.).	25%

APA REFERENCE LIST SCORING GUIDE

Due Date: End of Unit 2.

Percentage of Course Grade: 0%.

APA REFERENCE LIST SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
References are properly formatted and include the example number and page number from the APA 6th edition manual.	50%
References are updated in the Research Plan.	50%

YOUR RESEARCH QUESTION SCORING GUIDE

Due Date: End of Unit 4.

Percentage of Course Grade: 10%.

YOUR RESEARCH QUESTION SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
The research question is aligned with the problem statement. 20%	The question and the problem statement are not aligned.	An attempt has been made to align the research question and the problem statement.	The research question is aligned with the problem statement.	The research question is fully aligned with the problem statement.
The research question uses terms, appropriate to the field, to identify the key concept (qualitative) or concepts (quantitative) to be investigated, as identified in the problem statement. 20%	The key concept(s) or phenomena are unspecified, or not specified in field-appropriate terms, or are different from those identified in the problem statement.	The key concepts of the topic are stated, are field-appropriate, but are somewhat different from those identified in the problem statement or are unfocused.	The research question uses terms, appropriate to the field, to identify the key concept (qualitative) or concepts (quantitative) to be investigated, as identified in the problem statement.	The research question uses well-focused terms, appropriate to the field, to identify the key concept (qualitative) or concepts (quantitative) to be investigated, as identified in the problem statement.
If more than one concept is to be investigated, the research question specifies the relationship among the key concepts (if any). If only one concept is to be investigated, the question specifies the type of phenomenon (e.g., case, experience, process, etc.) to be investigated. 20%	The relationship among multiple concepts to be investigated is not stated. If only one concept is to be investigated, the type of phenomenon (experience, case, process, etc.) is not specified.	The relationship among multiple concepts to be investigated is stated but is unclear. If only one concept is to be investigated, the type of phenomenon is stated, but needs clarification.	If more than one concept is to be investigated, the research question specifies the relationship among the key concepts (if any). If only one concept is to be investigated, the question specifies the type of phenomenon (e.g., case, experience, process, etc.) to be investigated.	If more than one concept is to be investigated, the research question clearly specifies the relationship among the key concepts (if any). If only one concept is to be investigated, the question clearly specifies the type of phenomenon (e.g., case, experience, process, etc.) to be investigated.
The research question clearly names the sample. 20%	The sample is not named.	The sample is named, but imprecisely, too broadly, or is unclear.	The research question clearly names the sample.	In the research question, the sample is clearly named and well-defined.
The question is written as a grammatical English sentence ending in a question mark. 20%	The question is not formed as an English sentence, or does not end with a question mark.	The question is formed as an English sentence and ends with a question mark, but is ungrammatical.	The question is written as a grammatical English sentence ending in a question mark.	The question is formed as an English sentence, ends with a question mark, and is completely grammatically correct.

QUIZ ON METHODOLOGIES AND RESEARCH – COUNS SCORING GUIDE

Due Date: End of Unit 7.

Percentage of Course Grade: 0%.

QUIZ ON METHODOLOGIES AND RESEARCH – COUNS SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	10
Question 2	10
Question 3	10
Question 4	10
Question 5	10
Question 6	10
Question 7	10
Question 8	10
Question 9	10
Question 10	10
Total possible points:	100

QUIZ ON METHODOLOGIES AND DESIGNS – SOE SCORING GUIDE

Due Date: End of Unit 7.

Percentage of Course Grade: 0%.

QUIZ ON METHODOLOGIES AND DESIGNS – SOE SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	8
Question 2	8
Question 3	8
Question 4	8
Question 5	8
Question 6	8
Question 7	8
Question 8	8
Question 9	9
Question 10	9
Question 11	9
Question 12	9
Total possible points:	100

QUIZ ON METHODOLOGIES AND RESEARCH – PSY SCORING GUIDE

Due Date: End of Unit 7.

Percentage of Course Grade: 0%.

QUIZ ON METHODOLOGIES AND RESEARCH – PSY SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	8
Question 2	8
Question 3	8
Question 4	8
Question 5	8
Question 6	8
Question 7	8
Question 8	8
Question 9	9
Question 10	9
Question 11	9
Question 12	9
Total possible points:	100

QUIZ ON METHODOLOGIES AND RESEARCH – PSL SCORING GUIDE

Due Date: End of Unit 7.

Percentage of Course Grade: 0%.

QUIZ ON METHODOLOGIES AND RESEARCH – PSL SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	8
Question 2	8
Question 3	8
Question 4	8
Question 5	8
Question 6	8
Question 7	8
Question 8	8
Question 9	9
Question 10	9
Question 11	9
Question 12	9
Total possible points:	100

SAMPLING PLAN FLOW CHART SCORING GUIDE

Due Date: End of Unit 8.

Percentage of Course Grade: 0%.

SAMPLING PLAN FLOW CHART SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Draft a plan that synthesizes ideas and concepts from previous research to form new frameworks to guide new research.	33%
Propose a sampling plan that demonstrates an understanding of research methodology that aligns with an identified problem.	34%
Demonstrate ability to draft a preliminary sampling plan.	33%

SELF-ASSESSMENT – TRACK 2 COURSEWORK CHECKLIST SCORING GUIDE

Due Date: End of Unit 9.

Percentage of Course Grade: 5%.

SELF-ASSESSMENT – TRACK 2 COURSEWORK CHECKLIST SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Complete all of the activities in the courseroom in preparation for the Weekend Experience.	100%

POSTER PRESENTATIONS SCORING GUIDE

Due Date: End of Unit 9.

Percentage of Course Grade: 30%.

POSTER PRESENTATIONS SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
Apply social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study. 14%	Does not apply social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study.	Applies social science research methods by only partially refining the topic and problem statement outlining a compelling argument for the proposed study.	Applies social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study.	Applies social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study clearly supported by evidence from multiple sources from the literature.
Develop research question(s) that align with the identified topic and problem. 14%	Does not develop research question(s) that align with the identified topic and problem.	Develops research question(s) that partially align with the identified topic and problem.	Develops research question(s) that align with the identified topic and problem.	Develops clear and concise research question(s) that align with the identified topic and problem and identify the concepts and/or variables, the population and methodology by using language consistent with the methodology.
Synthesize ideas and concepts with evidence from the literature in proposing a research method and design for the study. 14%	Does not synthesize ideas and concepts with evidence from the literature in proposing research method and design for the study.	Inconsistently synthesizes ideas and concepts with evidence from the literature in proposing research method and design for the study.	Synthesizes ideas and concepts with evidence from the literature in proposing research method and design for the study.	Synthesizes ideas and concepts with evidence from the literature in proposing research method and design for the study supported by evidence from multiple sources from the literature.
Apply advanced critical thinking skills to articulate a sampling plan which aligns with all parts of the research plan. 14%	Does not apply advanced critical thinking skills to articulate sampling plan which aligns with all parts of the research plan.	Inconsistently applies advanced critical thinking skills to articulate sampling plan which aligns with all parts of the research plan.	Applies advanced critical thinking skills to articulate sampling plan which aligns with all parts of the research plan.	Applies advanced critical thinking skills to articulate sampling plan which is detailed and concise and clearly aligns with all parts of the research plan.
Apply ethics and academic integrity in scientific research. 14%	Does not apply ethics and academic integrity in scientific research.	Inconsistently applies ethics and academic integrity in scientific research.	Applies ethics and academic integrity in scientific research.	Applies ethics and academic integrity in scientific research addressing the ethical challenges possible for each part of the research process.
Demonstrate recognition of one's own personal attributes and challenges as a scholar-practitioner during the research design process. 15%	Does not recognize one's own personal attributes and challenges as a scholar-practitioner during the research design process.	Inconsistently recognizes one's own personal attributes and challenges as a scholar-practitioner during the research design process.	Recognize one's own personal attributes and challenges as a scholar-practitioner during the research design process.	Recognize one's own personal attributes and challenges as a scholar-practitioner during the research design process and verbalizes ways in which to mitigate personal challenges.

Criteria	Non-performance	Basic	Proficient	Distinguished
<p>Apply academic communication skills in verbal and written interactions within the scientific research process.</p> <p>15%</p>	<p>Does not apply academic communication skills in verbal and written interactions within the scientific research process.</p>	<p>Inconsistently applies academic communication skills in verbal and written interactions within the scientific research process.</p>	<p>Applies academic communication skills in verbal and written interactions within the scientific research process.</p>	<p>Applies academic communication skills in verbal and written interactions within the scientific research process with professional communication skills and be following APA writing style.</p>

FINAL ASSESSMENT ASSIGNMENT SCORING GUIDE

Due Date: End of Unit 10.

Percentage of Course Grade: 35%.

FINAL ASSESSMENT ASSIGNMENT SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. DRP (1.1) 8%	One or more elements of the topic statement are incorrectly formed. Topic not endorsed by learner's specialization/program.	All elements of the topic statement are correctly formed, but one or more elements is unclear or too broadly focused.	The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. Topic is appropriate for the specialization/program. (1.1)	All elements are exceptionally well-formed, eloquently stated and appropriately focused; and there are no errors in APA-compliant grammar, usage or spelling. Topic is appropriate for the specialization/program.
The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. DRP (1.2, 2.1) 8%	The research problem statement lacks either a summary of what is known or a summary of what is not known, or the research problem itself is not explicitly stated.	Both key findings and gaps or problems in the existing are stated, but the research problem itself is not explicitly stated.	The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. (1.2, 2.1)	The research problem is eloquently stated; Existing literature and key findings are summarized and well supported; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied, and there are no errors in APA-compliant grammar usage, or spelling.
The research questions are correctly formed: The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified as needed. for each intended analysis; The research questions can be answered by the data derived from the intended analysis. DRP (2.2) 14%	The research questions are not aligned with the research problem, research topic, title, and/or analyses.	The content of the research questions are aligned with all of the other elements of the study (research problem, research topic, title, and/or analyses), but they are needing revisions to be concise and articulate.	The research questions are correctly formed: The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified for each intended analysis; The research questions can be answered by the data derived from the intended analysis. (2.2)	The research questions are concise and articulate the variables/constructs exceptionally well: The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified for each intended analysis; The research questions can be answered by the data derived from the intended analysis, and there are no errors in APA-compliant grammar usage, or spelling.
The methodology overview is named and is correctly selected for the research problem and question. DRP (2.3) 7%	The basic methodology is unnamed.	The basic methodology is appropriate for the research problem and question.	The basic methodology is named and is correctly selected for the research problem and question. (2.3)	The basic methodology is appropriate for the research problem and question, and its selection is logical and well supported.

Criteria	Non-performance	Basic	Proficient	Distinguished
The title is correctly formed: It is aligned with the research question, it reflects the key variables or constructs to be studied, it reflects the method to be employed in the research, and it is concise (12 words or less). DRP (2.4) 4%	One or more elements of the title are incorrectly formed.	All elements of the title are correctly formed, but one or more elements is not aligned with the other elements of the study.	The title is correctly formed: It is aligned with the research question, it reflects the key variables or constructs to be studied, it reflects the method to be employed in the research, and it is concise (12 words or less). (2.4)	The title is exceptionally well-formed, eloquently stated, and fully aligned with the research question; it reflects the key variables or constructs to be studied; It reflects the method to be employed in the research, and it is concise (12 words or less).
The contribution to the field, including theoretical and practical implication, is articulated clearly. DRP (Qual 3.1-3.4, Quant 3.2-3.4) 8%	The contribution is not articulated and both theoretical and practical implications are missing.	The contribution identifies theoretical and practical implications but they are not articulated clearly and sufficiently.	The contribution to the field, including theoretical and practical implication, is articulated clearly (Qual 3.1-3.4, Quant 3.2-3.4)	The contribution to the field, including theoretical and practical implications, is articulated clearly and sufficiently.
The theoretical framework is articulated clearly and is appropriate for the specialization and topic. DRP (Quant 3.1) 14%	The theoretical framework is not articulated.	The theoretical framework is identified and is appropriate for the specialization and topic but is not articulated adequately. (Quant 3.1)	The theoretical framework is articulated clearly and is appropriate for the specialization and topic. (Quant 3.1)	The theoretical framework is clearly and fully articulated, and is appropriate for the specialization and topic.
The research design is clearly identified and is appropriate to the research question. DRP (4.1) 8%	The design is either not clearly identified or it is inappropriate for the question.	The design is identified and is appropriate for the research question, but is not articulated clearly and sufficiently.	The research design is clearly identified and is appropriate to the research question. (4.1)	The research design is clearly identified and is appropriate to the research question, is logical and well-supported.
The sampling plan is stated fully, including the design, its method, and estimate sample size. (Quant 4.2, 4.3) 8%	The sampling plan is missing.	Describes the general steps for the sampling plan, but is not articulated clearly and sufficiently.	The sampling plan is stated fully, including the design, its method, and estimate sample size. (Quant 4.2, 4.3)	The sampling plan is stated fully, including the design, its method, and estimate sample size, and there are no missing steps.
The ethical challenges related to the specified sampling plan are discussed fully. (Quant 4.4) 8%	The ethical challenges in the sampling plan are not discussed.	The ethical challenges related to the specified sampling plan are discussed in a general way but are not specific to the plan or ways to mitigate them are not addressed.	The ethical challenges related to the specified sampling plan are discussed fully and ways to mitigate them are identified but not articulated. (Quant 4.4)	The ethical challenges related to specified sampling plan are discussed fully, providing specific examples and well thought out strategies for addressing them.
The reference list is correctly formatted according to APA 6th edition. (6.0) 4%	The reference list contains less than 25 entries and/or is not correctly formatted according to APA 6th edition.	The reference list has only a foundational number of sources and/or is not correctly formatted according to APA 6th edition.	The reference list is within scope and is correctly formatted according to APA 6th edition. (6.0)	The reference list is comprehensive, within scope, and correctly formatted according to the APA 6th edition and has no errors.
Sources are correctly cited using APA 6th edition. (ALL) 4%	Sources are not correctly cited using APA 6th edition.	Sources are inconsistently cited according to APA 6th edition format standards, containing more than two errors.	Sources are correctly cited using APA 6th edition. (ALL)	The reference list contains a minimum of 75 entries and is correctly formatted according to the APA 6th edition and has no errors.

Criteria	Non-performance	Basic	Proficient	Distinguished
<p>The writing in each item is sufficiently scholarly in tone, and contains few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL) 3%</p>	<p>The writing is insufficiently scholarly in tone, and contains more than two editorial or mechanical errors per page.</p>	<p>The writing is sufficiently scholarly in tone and contains fewer than two editorial or mechanical errors per five pages.</p>	<p>The writing in each item is sufficiently scholarly in tone, and contains few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL)</p>	<p>The writing in each item, is sufficiently scholarly in tone and in, and contains no editorial or mechanical (grammar, usage, typography, etc.) errors.</p>
<p>The Research Plan form is complete: Study information is filled out, all the items have been completed, and there is a reference list. (ALL) 1%</p>	<p>The Research Plan form is Incomplete, lacking more than half of the required items.</p>	<p>The Research Plan form is complete, but additional support is needed for no more than four sections.</p>	<p>The Research Plan form is complete: Study information is filled out, all the items have been completed, and there is a reference list. (ALL)</p>	<p>The Research Plan form is complete; Study information is filled out; all items have been completed, and there is a reference list. Ideas presented are exceptionally well thought out, well-supported, and has no errors in APA compliant grammar, usage, or spelling.</p>

COMPLETING THE WEEKEND EXPERIENCE CHECKLIST SCORING GUIDE

Due Date: End of Unit 10.

Percentage of Course Grade: 10%.

COMPLETING THE WEEKEND EXPERIENCE CHECKLIST SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Successfully complete all of the activities during the Weekend Experience.	100%

TRACK 2 PREPARATION PLAN SCORING GUIDE

Due Date: End of Unit 10.

Percentage of Course Grade: 5%.

TRACK 2 PREPARATION PLAN SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Completed an accurate assessment of competencies related to the Scholar Practitioner outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking Track 3.	20%
Completed an accurate assessment of competencies related to the Critical Thinker outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking Track 3.	20%
Completed an accurate assessment of competencies related to the Researcher outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking Track 3.	20%
Completed an accurate assessment of competencies related to the Professional Communicator outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking Track 3.	20%
Integrated suggestions and feedback from the Colloquium instructor, cohort, and Consultants.	20%

PHD COLLOQUIA INSTRUCTOR RESOURCES

Courseroom and Gradebook Setup

The PhD Colloquia courserooms for Tracks 1, 2, and 3 use a unique group discussion structure. Carefully review the [PhD Colloquia Courseroom Setup Tutorial](#) for detailed instructions on using this tool.

Note : Be careful not to delete a group, as this will delete all associated discussions.

The PhD Colloquia courserooms for Tracks 1, 2 and 3 use a custom gradebook setup. Please review the [Gradebook Setup for Tracks 1, 2, and 3](#) for details on how to correctly use and interpret this customized grading setup.

Faculty Expectations

The following documents provide standard text for the Faculty Expectations discussion in the courseroom. Pay special attention to highlighted sections that require personalized input from the instructor.

- [Track 1 Faculty Expectations](#) .
 - [Track 2 Faculty Expectations](#) .
 - [Track 3 Faculty Expectations](#) .
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Checklists

The tracking sheets below are provided for your convenience. You may want to create your own tracking form or courseroom checklist. It does not matter which you choose as long as you have some means of keeping track of each learner's completion (or non-completion) of the activities within each unit of each track.

These Word checklists are designed to be used as templates to get you started:

- [Track 1 Colloquium Courseroom Faculty Tracking Sheet](#) .
 - [Track 2 Colloquium Courseroom Faculty Tracking Sheet](#) .
 - [Track 3 Colloquium Courseroom Faculty Tracking Sheet](#) .
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Faculty Handbooks

The Faculty handbooks contain important information for instructors in all three tracks.

- [Faculty Handbook - PSL](#) .
 - [Faculty Handbook - HASOBS](#) .
 - [Faculty Handbook - SOBT](#) .
 - [Faculty handbook - SOE](#) .
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Working With Consultants

As an instructor, you may need to refer your learners to various consultants within Capella to help further develop their skills as scholar-practitioners and independent researchers, or to help them fine-tune specific aspects of their Research Plan. This may include Writing Program Consultants, Library Consultants, IRB Consultants, or Research Consultants.

You will use the following forms for this process:

- [Colloquium Consultant Referral Form](#) .
 - [Colloquium Consultant Feedback Form](#) .
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Doc. reference: ir_phd_instructor_resources.html