EDLD 8950

Seminar:
Doctoral Seminar I

Fall 2013

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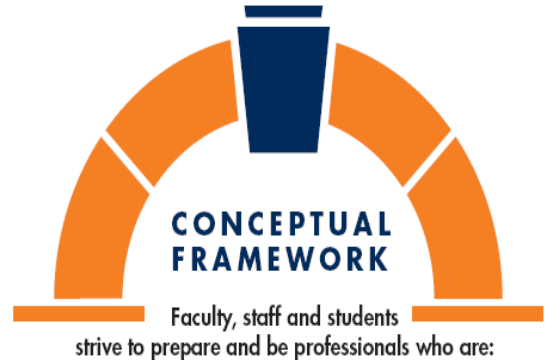E-Mail: lisakensler@auburn.edu or
lisakensler@gmail.com

Office Hours:
Wed 3PM – 5PM or
By Appointment via phone, Skype,
Google Chat, or in-person
(It is best to make an appointment)

EFLT
College of Education

COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

Faculty, staff and students
strive to prepare and be professionals who are:

Competent
equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed
dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective
devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All

AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer

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EDLD 8950
Doctoral Seminar I
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department
Fall 2013

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Class Time: Thursday 4:45 pm –7:45pm

Location: 2468 Haley Center, Auburn University, Auburn, AL

Instructor: Dr. Lisa Kensler

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Office Hours**: B**y appointment

1. **Course Number**: EDLD 8950

   Course Title: Doctoral Seminar I

   Credit Hours: 3 semester hours

   Prerequisites: Admission to AESG or ASCG Doctoral Program

2. **Syllabus Revised**: August 2012

3. **Texts**:
   American Psychological Association. (2009). *Publication manual of the American Psychological Association style guide* (6th ed.). Washington, DC: American Psychological Association.

   Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (Third Edition). Chicago: University of Chicago Press. ISBN: 0-226-06566-9

   English, F. W. (Ed.) (2011). The Sage handbook of educational leadership. Los Angeles: Sage.

   Also required:
   Ropes Course experience – approximately $25.00 per person.

4. **Course Description**: Professional and social integration into the doctoral program; enhancement of professional knowledge through structured inquiry, professional dialogue, and reflective thinking.

5. **Course Objectives:** Upon completion of this course, students will be able to:

- Identify the major elements of APA style
- Identify and use technological resources of the college and university
- Write annotated bibliographies and integrate research articles into a literature review/presentation
- Identify personal values and their personal vision
- Develop a plan for enhancing their personal vision
- Identify their professional values, goals, and vision
- Demonstrate reflective capabilities relative to their professional vision
- Identify aspects of organizational community building
- Develop and implement strategies to develop the educational community of learners in educational leadership.
- Assist in the development of collaborative partnerships within the community of learners.
- Identify internal and external publics who are stakeholders in the educational contexts.
- Demonstrate the ability to work in collaborative teams to complete assigned tasks

7. **Course Content:**

Date	Time	Description
August 20	5:30pm Carver Primary School, Opelika	**2013 Welcome Gathering –** Introduction to the Doctoral Program and EDLD 8950 with EDLD Faculty, Staff, and other Cohorts
August 29	5:30pm – 9:30pm EUFAULA	**Designing Our Learning Community** o Establish learning community norms o Review of syllabus, requirements, expectations o Personal/Professional/Scholarly spheres… o Form Research Teams **– What are you curious about?** o Small Learning Community Activity – Team Rubric and details o Canvas, Google+, Google Documents, Dropbox – Introduction and overview o APA Style Manual – course relevant expectations and resources **DUE: READ *The Craft* Ch 1&2; *Handbook* Ch 1**
Sept 5	5:30pm – 9:30pm **Auburn University RBD Library** Computer Lab just behind information desk at the Mell St. entrance (2nd Floor)	**Technology/Library orientation –** Meet at the Mell Street Entrance Lobby of the Auburn University RBD Library **DUE: READ *The Craft* Ch 3 – 6; READ relevant *Handbook chapter/s based on research team interest***
Sept 12	5:30pm – 9:30pm EUFAULA	**The Role and Structure of Literature Reviews** **Develop key questions for your research team** **Analyzing published research** o What is the structure of the author's argument? o Writing Annotated Bibliographies and Research Matrices **DUE: Read *The Craft* Ch 7 – 11;** **Personal/Professional/Scholar Paper (post to Canvas)**

Sept 19 ONLINE	ONLINE No class meeting	**Due: Each person find and post (to Canvas Page for your Group) *five unique* (no repeats among group members) empirical article citations related to your *Handbook* chapter/research interest.**
Sept 26 ONLINE	ONLINE No class meeting	**Share and critique annotated bibliographies and research matrices** o Peer review **DUE: Research Matrix (including 5 articles) and Annotated Bibliography #1 (post to Canvas for peer review; complete peer reviews)**
Oct 3	5:30pm – 9:30pm AUBURN	**Developing literature reviews** **DUE: Annotated Bibliography #2 & #3 (post to Canvas)**

Oct 10	5:30pm –
	9:30pm
	
	EUFAULA
		Group Presentation Work Session:
		  o What are the answers to your questions?
		  o What argument/s do you wish to make?
		  o How will you support your arguments?
		
		DUE: Annotated Bibliography #4 & #5 (post to Canvas)

Oct 17	5:30pm –
	9:30pm
	
	EUFAULA
		Preview – Research in Educational Leadership
		  o Informal Group Reports – what are you learning? Come prepared to share the answer to your key questions, the arguments you are constructing, and the evidence that supports them. This is the time to have a basic plan for your presentation – information gathering should be complete!
		Developing Engaging Research Presentations
		  o Guidelines
		  o Planning and Drafting
		
		DUE: Read *The Craft* Ch 12-17

SATUR DAY Nov 2	7:30AM – 3PM AUBURN	**Ropes Course (More details to come…)**

Nov 4	Due by 9AM	**DUE: Ropes Course Reflection (post to Canvas)**
Nov 11	Due by 9AM	**DUE: Individual Literature Review (post to Canvas)**
Dec 5	5:30pm – 9:30pm EUFAULA	**DUE: Practice Final Presentations – Peer Review/Feedback**
December 7	PRESENT-ATIONS Time TBD	**You will present your Research Presentation at the EDLD Program's Fall Institute as part of fulfilling requirements for this course.**

8. **Course Requirements/Evaluation**

A. Class Participation (10 points)

Attend all seminar sessions, be prepared when coming to seminar, and actively engage in class and related activities. See attendance policy for additional information.

B. Personal -- professional -- scholar visioning paper and action plan (15 points)

Your personal vision should be continuously developing. This is an opportunity to capture a snapshot early in your doctoral program. You may structure your paper in the way that best suits you, however please be sure to address the following questions in a substantial and meaningful way:

- o What are your personal -- professional -- scholar core values? How do they converge? Diverge?
- o What is your personal – professional – scholar purpose/mission?
- o Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?
- o Where do your personal, professional, and scholarly visions converge? Is there a "sweet spot" where you might find a dissertation topic? What is it? What do you know about that topic so far? What do you still need to learn? [This should be a substantial section of your reflection – share details!]
- o How will you translate your vision into action? Be specific…Think about your strengths and opportunities for continuous learning and development…

C. Research Team Presentation (30 points total)

Each research team will form around a common interest. Within the team, individuals will be responsible for finding and reviewing (annotated bibliography) at

least 5 **unique** empirical references related directly to your research team's interest. Each individual will earn 2 points per annotated bibliography (See form for format). As a group, each research team will prepare an engaging presentation (Power Point, Prezi, etc.) based on the collective findings of the group.

D. Individual Literature Review (30 points total)

Each individual will be responsible for writing a 5 page literature review that answers a key question from your research team 's project. (Each individual must identify a unique question.) Yes, you may include literature beyond those used for your group's presentation.

E. Ropes Course Reflection (15 points total)

Each individual will write a substantial and meaningful personal reflection related to the ropes course experience. The reflection should include insights related to your individual leadership and learning AND insights related to your cohort's team work. How will what you learned on the ropes course influence your work as a leader? How will what you learned on the ropes course influence your doctoral study in this cohort?

9. **Grading**

The final grade for the course will be based on the point scale listed in the course requirements. Students receiving a D or F may be dropped from educational leadership courses for the remaining semesters and may have the opportunity to begin the program with the next cohort group. Alternatively, they may be dropped from the program. Grades for the EDLD seminar will be A-F. To receive a passing grade of C or above students MUST BE PRESENT FOR ALL CLASS SESSIONS, unless excused according to university policy.

Please submit all written assignments to the appropriate Canvas assignment by **attaching your file**.

Assignment	Points Possible
Class Participation	10
Personal/professional/scholar Vision paper and plan	15
Ropes Course Reflection	15
Individual Literature Review	30

Research Team Presentation
        Annotated Bib #1-5
        Final Presentation
	30

TOTAL POINTS	**100**

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 69-60
F = Below 60 Points

10. **Class Policy Statements:**

A. <u>Attendance</u>: For EDLD 7520, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

B. <u>Excused absences</u>: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](www.auburn.edu/studentpolicies) (www.auburn.edu/studentpolicies). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](www.auburn.edu/studentpolicies) (www.auburn.edu/studentpolicies) for more information on excused absences.

C. <u>Make-Up Policy</u>: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

D. <u>Accommodations</u>: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon

as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

E. <u>Academic Honesty Policy</u>: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](www.auburn.edu/studentpolicies) (www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Please note:

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*

- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
- Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS
- Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
- Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
- Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS
- Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
- Accomplished educational leaders are committed to student and adult learners and to their development.
- Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS
- Accomplished educational leaders model professional, ethical behavior and expect it from others.
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
- Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Research Team Presentation
Project Overview

Objectives:
- o Begin to apply the research and writing skills you will need to continuously develop during your doctoral program as preparation for researching and writing a high quality dissertation.
- o Work effectively as a team to integrate, prepare and present an engaging and informative group presentation based on your individual research.
- o Learn about the current state of research in educational leadership and begin to identify possible areas of interest for your dissertation research.

More Detailed Description

Phase I – Defining your research focus
- o Form a research team around common interests.
- o Read a related *Handbook* chapter.
- o Begin to collect related empirical articles in the library orientation.
- o Begin to identify possible lines of inquiry for your individual research.

Phase II – Researching and Annotated Bibliographies
Define each team member's line of inquiry for researching and selecting related research articles (each individual needs to find 5 **unique** articles)
- • Each time you individually select an article, post the citation to your group's Canvas references page (Pages tab) – Be sure the article is not already cited there, as you each need to find unique articles!
- o Write an annotated bibliography of each of your five articles – note due dates on syllabus
- o Share your annotated bibliographies with your group members.

Phase III – Developing a Group Presentation
- o As a group you will present the CURRENT STATE of Educational Research in your line of inquiry.
- o Your presentation should teach the audience – in an engaging way – what the research says on your topic of interest
- o You want to be sure you integrate each individual's research findings into a coherent, practical, and engaging presentation.

Phase IV – FINAL Presentation

Annotated Bibliography Format
Each annotated bibliography should be approximately one page, single spaced. If you keep each article summary to one page, you will make working with the information easier during the synthesis/writing phase. Please follow the following format:

Annotated Bibliography # ____
YOUR NAME
DATE: ____

APA Style Reference (refer to APA 6th Manual):
     Author (Year). Article title. *Journal Title, Volume*, Issue, pages. DOI number.

Purpose (2-3 sentences at most! Please do not quote.):

Research Questions (quotation marks and page number/s, if you quote):

Methodology (circle/ one):

               Quantitative   Qualitative   Mixed Methods

    Sample description:

Results (summarize their results in your own words):

Discussion (summarize their discussion in your own words):

Future Research Possibilities:

Favorite quotes (use quotations and provide page numbers):

Research Team Presentation Rubric

	1-2	3	4	Score
Topic/Purpose clearly stated	The topic/purpose of the presentation is unclear	The topic of the presentation is clear, but the purpose of the presentation remains unfocused	The topic and purpose of the presentation are very clear and coherent	
Research since 2004	The presentation of current research is shallow and incomplete	Current research is summarized in a non-integrated format; the summary is list-like and lacks any clear organization	Current research is thoughtfully integrated, thorough, and well organized; Citations follow APA formatting throughout	
Future research questions	The presentation suggests only one or two questions for future research and/or the questions are shallow and not logically related to the whole presentation	The presentation suggests just three or four questions for future research and the questions logically follow the substance of the presentation	The presentation suggests *at least* five questions for future research and the questions logically follow the substance of the presentation	
Active & Engaged Learning	The presentation does not include engaged learning opportunities	The presentation includes superficial engaged learning opportunities	The presentation includes relevant and meaningful engaged learning opportunities	
Professional Dispositions	The presentation lacks a professional quality; the slides are poorly formatted; not all group members participate	All group members participate in the presentation but the presentation lacks cohesion and is not engaging overall	The presentation is professional, polished, and engaging; all group members participate at a high level	
			TOTAL POINTS EARNED	___/20

EDLD 8950 - Vision Plan Rubric

Guiding Questions need to be addressed, but not necessarily in this order…	Points Possible	Points Earned
What are your personal -- professional -- scholar core values? How do they converge? Diverge?	1	
What is your personal – professional – scholar purpose/mission?	1	
Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?	1	
What is your vision for your future? Personally? Professionally? Scholarly?	1	
Where do your personal, professional, and scholarly visions converge? Is there a "sweet spot" where you might find a dissertation topic? What is it?	4	
What do you know about that topic so far? What do you still need to learn? (include citations)	5	
How will you translate your vision into action?	1	
Writing is free of errors	1	
TOTAL POINTS	15	