



*Learning, Design, &*  
**TECHNOLOGY**



Doctoral Handbook

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## *Welcome...*

to the doctoral programs of Learning, Design, and Technology in the College of Education at the University of Wyoming. We are excited to have you as colleagues in our programs and look forward to collaborating with you in the future. This handbook is intended to be a general orientation to your program. It provides resources that will help you navigate your graduate experience. Frequently refer to this guide as you progress through your program.

You may also want to visit the [program website](#) to keep up-to-date with department and program news. You should also obtain a copy of the graduate bulletin. It is your responsibility to become familiar with the rules, regulations, and procedures involved in graduate work.

# Program Faculty



**Dr. Doris Bolliger**  
Associate Professor  
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Research Interests: Satisfaction, communication, interaction, community, and interventions in the online environment; student-centered learning environments; and mobile technologies



**Dr. Kay Persichitte**  
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Research interests: Technology integration that includes combinations of people, processes, and devices to enhance teaching and learning for all ages. She is also interested in applications of change theory to educational contexts.



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Research Interests: Electronic portfolios, inquiry and reflection, technology integration in K12, instructional technology, games and virtual environments

# Your Advisor



You were assigned an advisor upon entrance to the graduate program based on matched student and faculty interests. Common interests help create a positive work relationship, promote research collaboration, and streamline doctoral work. However, it is your responsibility to build a relationship with your advisor. Setup an appointment to meet your advisor (e.g., face-to-face or via telephone). You may also establish meetings to discuss research ideas, course offerings, and professional goals.

Explore the research interests of your advisor. She/he will likely become your committee chair. **You are expected to tie your dissertation research to interests of your chair.** Summary interests are located in this guide and on the [program website](#). Individual profiles on the site contain links to recent publications and additional information. Examine and discuss these resources with your advisor. S/he will help you select yearly goals, select a committee, formalize a program of study, and complete your dissertation.

## Selecting a New Advisor

At some point you may need to change your advisor. Changing advisors, committee chairs, and members is normal and should not cause feelings of failure, frustration, or stress. During your first year, familiarize yourself with as many faculty members as possible. This process will help you form your committee, brainstorm research ideas, refine thoughts, and complete program milestones.

To switch advisors, you should first inform them about the idea. Based on this meeting, setup meetings to speak with prospective new advisors from your program and articulate why you would like them to be your advisor. Remember, they may be unwilling to serve based on current work and advising loads. When a faculty member decides to serve as your new advisor, notify your former advisor, contact the office manager, and submit the [Committee Assignment/Change Form](#).

## Developing Advisor Relationships

Your advisor wants you to succeed but will not force you to do anything. Take initiative to build a successful relationship.

- Don't wait for your advisor to come to you. Schedule an appointment when you have questions, want to discuss ideas, or want to prepare for program exams.
- Schedule appointments in advance, be courteous, and thank your advisor.
- Show commitment to your professional development. Follow through when you say you will do something.
- Consider how your research interests align with those of your advisor.
- Be receptive to constructive criticism.
- Do your homework prior to confronting your advisor. Check University, college, and program websites, contact office managers, and ask other students.

# Program Pillars

Learning, Design, and Technology programs build upon four pillars or foundations to help students become well-rounded professionals. These include educational foundations, learning and development, technological understanding, and research and scholarship.

*Educational foundations* focus on the socio-cultural analyses of education in your program area. Foundations include the philosophical and historical perspectives that shape your field over time. They also include relevant theories and rationales that influence past and present research and inquiry.

*Learning and development* includes conceptual analyses of human development, learning theories, principles, practices, and/or models that apply to knowledge or skills acquisition.

*Technological understanding* involves the conceptual analyses of information access, technological skill, literacy, and/or procedures for use in your program.

*Research and scholarship* involves advanced work in research necessary for understanding, analyzing, and interpreting data and research design. This area also focuses on skills and expertise in conducting, synthesizing, and disseminating original research.

As you begin your doctoral experience refer to these pillars frequently. They lay the foundation of your electronic portfolio, periodic assessments, and professional development.



# *Differentiating Ed.D. & Ph.D.*

Graduate study in Learning, Design, and Technology at the University of Wyoming aims to provide a balance between theory and practice. Attention is directed toward the union of learning that is required by circumstances (requisites) and learning that enriches life. These nationally recognized graduate programs in Learning, Design, and Technology offer courses of study which prepare individuals to work in diverse areas. Two types of doctoral programs are offered. Each is distinguished on several levels. The following section describes some of these distinctions. For additional information visit our [website](#).

## **Ed.D.**

The Ed.D. (the terminal professional degree in education) is designed for practitioners who desire to improve their practice as educators. The Ed.D. degree is intended to permit students to affiliate with a particular program unit, take a concentration of offerings in that unit, and complete a core program that includes course work from other units in the College of Education. The route involves depth in an area of concentration, scholarship, and advanced research and problem-solving skills.

The Ed.D. is designed for students who intend to work as administrators, instructional leaders, directors, and related practitioner positions. The research emphasis leans towards the interpretation, integration, and use of existing research. The student's graduate committee approves degree requirements and course work. The writing of a dissertation is required and must be completed within four years of completing your preliminary exam.

## **Ph.D.**

The Ph.D. in Education prepares students for careers of scholarly inquiry and teaching in higher education. The program consists of (1) continuous research or inquiry, (2) courses and professional experiences in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an advisor and supervisory faculty committee to select courses, topics of research and inquiry, and teaching experiences.

Effective preparation for the Ph.D. stems from collaborative research and inquiry into topics of mutual interest by students and faculty members. A major portion of the program consists of students and faculty members collaborating on research and inquiry. Successful Ph.D. applicants tend to have high aptitude for research and inquiry and express interest in general topics that the faculty of the College are actively pursuing.

Ph.D. students have a longer residency requirement, must take 12 hours of advanced research courses, 12 hours of dissertation credits, and nine hours of college core courses.

# Residency Requirements

## Ed.D.

The residency requirement for Ed.D. students consists of two spring meetings. Each meeting is held in Laramie, Wyoming and lasts between one to three days. The first meeting occurs near the conclusion of your first year in the program.

During this meeting you will present your [portfolio](#) and obtain training on university resources, program milestones, scholarly research, advising, and other topics.



Your second meeting occurs after coursework completion. You will again meet in Laramie for one to three days to present your portfolio, receive detailed training on prospectus and dissertation work, research methods, data collection instrumentation, and other topics.

## Ph.D.

As a Ph.D. student in the College of Education you are required to complete a four-semester full time campus residency to become better immersed in the college community and to focus on scholarly efforts aligned to committee members' research interests. This residency must be completed in four consecutive semesters. Summer semester may count towards this requirement. Typically, residency takes place after completing the majority of your coursework (including advanced research requirements). This gives you the skill set to collaborate with campus faculty on joint research projects, conduct pilot studies in preparation for dissertation work, and engage in academic discourse to promote teaching and learning.

# Professional Organizations

One purpose of your doctoral program is to help you transition from a student into a professional colleague. As you complete your program, you will experience some of this transition. Active participation in professional organizations can accelerate this process and help you form networks that span the globe.

Several organizations emphasize learning, design, and technology, including:

- [Association for the Advancement of Computing in Education \(AACE\)](#)
- [Association of Educational Communications and Technology \(AECT\)](#)
- [American Educational Research Association \(AERA\)](#)
- [Association for Talent Development \(ATD\)](#)
- [International Society for Performance Improvement \(ISPI\)](#)
- [International Society for Technology in Education \(ISTE\)](#)
- [International Visual Literacy Association \(IVLA\)](#)
- [Northern Rocky Mountain Educational Research Association \(NRMERA\)](#)
- [Professors of Instructional Design and Technology \(PIDT\)](#)

As a doctoral student **you are required to join AECT each year for the duration of your program.** You are also expected to attend and present at their annual international conference. Additionally, you are encouraged to attend conferences from one or more of the other organizations listed above. They each focus on particular aspects of learning, design, and technology and you might find one or two that best fit your professional needs and interests.



# Program Requirements

## DOCTOR OF EDUCATION (Ed.D.): Learning, Design, and Technology

### Effective with Spring 2015 admissions

#### PROGRAM KNOWLEDGE BASE (45 hours)

Foundations	ITEC 5000*	Intro to the Field of Instructional Technology (3)
	ITEC 5010	Instructional Technology (3)
	HIED 5050	Learning Theories for Educators (3)
	ITEC 5070	Trends in _____ (3)
	PRST 5070	Introduction to College Teaching (3)
Design and Utilization	ITEC 5160	Introduction to Instructional Design (3)
	ITEC 5320	Message Design (3)
	ITEC 5550	Theory of Change (3)
Development	ITEC 5020	Technology and Distance Education (3)
	ITEC 5350	Multimedia Development (3)
	ITEC 5660	Interactive Learning Systems (3)
Management & Evaluation	ITEC 5560	Design/Development of Instructional Systems (3)
	ITEC 5760	Instructional Design Applications (3)
Delivery	ITEC 5030	Introduction to Online Teaching (3)
	ITEC 5510	Communication in Distance Education (3)

#### RESEARCH METHODS (9 hours – as determined by Program of Study)

	EDRE 5530	Intro to Research (3)
		Additional 6 credit hours of Advanced Research Methods

#### WRITING COURSES (6 hours)

	EDRE 5660	Dissertation Prospectus Writing (3)
	ITEC 5850	Issues, Practice and Research (3)

#### DISSERTATION, THEORETICAL BASED (6 hours minimum)

	PRST 5980	Dissertation (variable)
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#### ELECTIVES (15 hours -- as determined by the committee)

Minimum credit hours: 81

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\* Formerly ITEC 5870: Seminar in Instructional Technology

## DOCTOR OF PHILOSOPHY (Ph.D.): Education, emphasis in Learning, Design, and Technology

Effective with Spring 2015 admissions

### PROFESSIONAL CORE (15 hours)

	PRST 5610	Introduction to Doc Studies (3)
	PRST 5070	Introduction to College Teaching (3)
	EDCI 5810	Writing for Publication (3)
EDCI 5870 – Scott Chamberlan (contact him) – learning theory research praxis.	ADED 5050	Learning Theories (3)
	EDRE 5660	Proposal Writing (3) (take near end of program)

### PROGRAM KNOWLEDGE BASE (39 hours)

Foundations	ITEC 5000*	Intro to the Field of Instructional Technology (3)
	ITEC 5010	Instructional Technology (3)
	ITEC 5070	Trends in _____ (3)
Design and Utilization	ITEC 5160	Introduction to Instructional Design (3)
	ITEC 5320	Message Design (3)
	ITEC 5550	Theory of Change (3)
Development	ITEC 5020	Technology and Distance Education (3)
	ITEC 5350	Multimedia Development (3)
	ITEC 5660	Interactive Learning Systems (3)
Management and Evaluation	ITEC 5560	Design/Development of Instructional Systems (3)
	ITEC 5760	Instructional Design Applications (3)
Delivery	ITEC 5030	Introduction to Online Teaching (3)
	ITEC 5510	Communication in Distance Education (3)

### RESEARCH METHODS (15 hours – as determined by Program of Study)

	EDRE 5530	Intro to Research (3)
		Additional 12 credit hours of Advanced Research Methods

### DISSERTATION, THEORETICAL BASED (12 hours minimum)

	PRST 5980	Dissertation (variable)
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Minimum credit hours: 81

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\* Formerly ITEC 5870: Seminar in Instructional Technology

# Events Timeline

Students seeking doctoral degrees in the College of Education are expected to complete their degree within four years of entrance. While individual abilities and situations may vary, below is a timeline highlighting program milestones to fulfill this goal.

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## End of 4th Year: Defend dissertation/Graduation

- Apply for employment
- Write dissertation
- Collect and analyze dissertation data

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## End of 3<sup>rd</sup> Year: Defend Prospectus

- Conduct a pilot study
- Obtain IRB research approval
- Complete core & content courses

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## End of 2<sup>nd</sup> Year: Internal committee reviews portfolio and committee reviews preliminary exam.

- Attend Spring Residency
- Program of study meeting
- Form doctoral committee
- Refine research ideas

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## End of 1<sup>st</sup> Year: Advisor reviews portfolio and helps student develop goals for second year.

- Attend Spring Residency
- Explore interests of faculty members
- Develop/refine research ideas
- Develop portfolio goals

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**Admission:** Create a portfolio in Google Sites, share it with the program, and begins working towards goals based on admissions documents and advisor feedback.

# *Retention & Dismissal Policies*

Students should be self-directed. Your acceptance in a graduate program does not guarantee your fitness to remain in that program. Faculty members are responsible to ensure that only those students who continue to meet academic program standards and make adequate yearly progress toward degree completion are allowed to continue. Faculty members seek to identify and provide help for students in need as well as recognize outstanding student achievements.

## **Continuous Registration**

Students are required to demonstrate annual academic progress. A component of this progress requires you to complete a minimum of 12 credit hours per year towards your program of study. Under some circumstances (e.g., work schedule, family situations, travel) you may be unable to enroll in courses for a semester. During these times you should enroll in one credit hour of continuous registration. These hours do not count towards graduation but will keep your status active in the program. You are allowed to enroll in a **maximum of four credit hours of continuous registration**. Exceptions to this rule are made on a case-by-case basis with your advisor. If you require additional time away from program courses, you should petition for a leave of absence from the university. If you do not enroll in classes for a 12-month period, your status will be deactivated, you will be dismissed from the program, and you have the option to reapply to the program for readmission.



## **Coursework**

You are expected to earn a minimum grade of "B" or "S" in each graduate-level course you take. If a student borders on making unsatisfactory progress (as evidenced by grades and/or less than average evaluations by department faculty), they meet with their faculty advisor to discuss the problem(s), review appropriate measures of correction, and establish a timeline for change. However, severity of the problem(s) may not allow for this method and informal methods are not procedurally required. The programs define "unsatisfactory" performance in graduate-level course work as a grade of "U" or "F" in any course or more than two grades below a "B." Obtaining one course grade of "F" or "U," more than two course grades below a "B," a cumulative GPA lower than a "B" average, or failure to meet all requirements of a remediation plan will result in program dismissal. Students who have been dismissed for unsatisfactory performance in graduate-level course work will not be allowed to take courses in the programs as unclassified students.

### **Program Exams**

You are expected to complete program exams in a timely and satisfactory manner. The following exams are used to document progress through the Learning, Design, and Technology programs:

- Preliminary defense
- Prospectus defense
- Dissertation defense

Failure to pass any of these exams after two tries will result in program dismissal.

### **Professional Conduct**

In addition to maintaining high scholastic standards, you should develop professional skills necessary to work effectively with a variety of people. The faculty expects you to:

- Commit to personal growth and professional development
- Care about others
- Receive and give constructive feedback
- Apply skills covered in course work

Further, you are expected to adhere to the codes of ethics of your professional associations (e.g., Association for Educational Communications and Technology). Examples of behavior that may evidence professional impairment include but are not limited to:

- Violation of professional or academic standards such as plagiarism
- Inability or unwillingness to acquire or manifest professional skills or understandings at an acceptable level of competency
- Behaviors that can reasonably be predictive of poor future professional functioning (e.g., extensive tardiness, excessive late work, unwillingness to accept feedback)
- Disrespect shown towards faculty, staff or other students

Members of the faculty evaluate student performance on an ongoing-basis. The faculty makes judgments as to students' professional conduct based on observations of course performance, evaluations of students' oral and written work, and performance in internships (if applicable). Formal evaluations are also conducted at key stages of the student's program, including eportfolio reviews, preliminary examinations, prospectus approvals and dissertation defenses. When, in the professional judgment of a program faculty member, a student is not meeting professional guidelines or meeting university standards, the faculty member will consult with the department head to determine appropriate actions. Actions may include (but are not limited to) formal reprimand, unsatisfactory grades, a mandatory leave of absence, additional course work, formal probation, encouragement to withdraw from the program, or formal dismissal.

# Computer Requirements

Many courses offered through our programs are taken at a distance using Internet technologies. Currently, our programs use Canvas as our course management system. Faculty and staff are not required to provide technical support for your equipment. However, they will do their best to help you access course content and resources. To ensure that you can access and respond to course assignments and discussion you must have up-to-date computer equipment with high-speed Internet access.



## Hardware

Macintosh (OS X.8 or later) or Windows PC (Windows 7 or later)

- Intel Core i5 processor or better
- 4 GB RAM or greater
- High speed Internet access (e.g., broadband, DSL, satellite). Phone and cable companies are the most common carriers of these services but you may need to locate alternative options.
- Program courses may have additional hardware requirements (e.g., headphones, microphones, etc.).

## Remotely Accessing Campus Computer Labs

University students can remotely access campus computer labs to freely take advantage of software offerings that may be difficult or costly to acquire otherwise—including SPSS. Directions for remote access are found at <http://microlab.uwyo.edu/UWSremote/>

# Electronic Portfolio

Until you successfully defend your preliminary exam, you will develop an electronic portfolio in [Google sites](#) or similar application. Several online tutorials exist to help you use these tools. The purposes of this portfolio are threefold: 1) to promote student reflection, inquiry, and professional development, 2) to facilitate student accountability and assessment, and 3) to implement program reform and revision through student feedback. The following section describes what to include in your portfolio.

## Development Purposes

*Professional development:* With help from your advisor you should establish goals every semester within your electronic portfolio and document your progress towards their completion. Goals should align with [program pillars](#). Meet with your advisor each year and discuss/revise these goals. As you take courses, engage in professional development, and progress through your program, collect evidence to document progress towards meeting these goals.

Because students in your program reside throughout the world, electronic portfolios are also intended to help you form and sustain a community of learners. Share and review each other's portfolios to identify goals and trajectories, provide guidance and support, and strengthen professional networks.

*Accountability:* Electronic portfolios will also be used programmatically to monitor your progress, provide guidance, and assess performance. Either your advisor or your committee will critique your portfolio each year as you complete your degree. During these sessions, faculty members will ascertain your progress in the program, goal attainment, and needed supports.

At the completion of your core and content area courses, your committee will review your electronic portfolio as part of a general exam to determine if you have sufficiently mastered program-specific content. Generally, this review occurs in your second or third year. Individuals with unsatisfactory portfolios may be asked to take corrective measures (ascertained by the committee).

### Electronic Portfolio Sections

- Introduction
- Curriculum Vita
- Personal Learning Philosophy
- Course Timeline
- Summary of Goals and Achievements
- Evidence of Goals and Achievements
- Annual Personal Evaluation
- Annual Program Evaluation

*Program Reform:* Lastly, faculty members within your program will gain valuable insights and feedback from your electronic portfolio to improve course and program procedures.

### Eportfolio Sections

Although faculty members appreciate the uniqueness of portfolios to document goals, achievements, skills, and learning experiences, they require particular sections to facilitate programmatic and evaluative purposes. Barriers to creativity and self-expression can be overcome through presentation style, selected evidence, and personal reflection.

## Introduction

The introduction is the first page people see when they access your eportfolio. You should provide a brief introduction of yourself as well as a professional photograph. Use this page to concisely indicate your career objectives and the degree you are seeking.

Next introduce your eportfolio. Highlight one or two major goals that you accomplished during your program and indicate how they influenced you and your career aspirations. You may also want to indicate how your eportfolio demonstrates knowledge and skill to satisfy job searches, promotion requirements, or other professional objectives. Make sure your introduction is concise; it should introduce, not supersede other sections.

## Curriculum Vita

Include an up-to-date vita that highlights professional accomplishments and summarizes educational experiences. You may want to include a PDF version of this document.

## Learning Philosophy

This section should briefly (within 2-4 pages) articulate your personal philosophy(ies) of education and learning. One way to construct a learning philosophy is to write down a list of your professional beliefs, values, and attitudes as they relate to education and learning. Do you notice any patterns, contradictions, or specific conditions that define your thoughts? What learning theories most closely relate to your philosophy? How do proponents of these theories view education and learning? Do you agree with them? In what way does your philosophy differ from theirs? Once you have identified these ideas you can write your own philosophy.

How does your philosophy manifest itself in your work and professional career? If you altered or changed your positions during the course of your program indicate why and how you changed. Will these changes influence your future work? If so, how will they manifest themselves in your professional life? Additional things to consider include the social and or political implications of your teaching philosophy. Do many professionals share your views? How are your views considered on a national and international level? How might your beliefs influence the way you are treated in your profession?

Make sure that you use a few references to support your learning philosophy. These references need to be primary sources and most of them should be refereed sources. You may also include books. Please do not use Web sites. Make sure that all in-text citations and your reference list at the bottom of your page are formatted according to current APA guidelines.

## Curriculum Vita

Include the following information:

- Professional address
- Education
- Honors and awards
- Certification(s)
- Research interests
- Professional experiences (including time frames and brief descriptions)
- Professional activities (e.g., publications, presentations, grants)
- Teaching
- Professional service

### **Course Timeline**

You should indicate your timeframe for completing all degree courses by your first eportfolio review. This list may change as you [form a committee](#) and complete your [program of study](#) but it will help you plan your degree. The timeline should identify the degree you are seeking. List any courses taken prior to program admittance that were accepted to fulfill program requirements. Indicate the institution, year, and semester (or equivalent) they were completed.

Your timeline should then list all Fall, Spring, and Summer semesters between program admittance and expected graduation. Group semesters by year. Indicate within each semester what courses you will take to complete program requirements.

### **Summary of Goals/Achievements**

Your goals and achievements make up the backbone of your eportfolio; all other documents draw support from your goals. Given their importance, you should develop goals in conjunction with your advisor at the beginning of the semester.

These goals should correspond to professional interests that caused you to pursue a graduate degree. If this is your first semester in the program, the documents that you submitted for entrance are an excellent starting place to review and examine potential goals. If you were previously admitted to the program your goals should be based on results and feedback of previous semesters.

Regardless of your length of stay in the program, all goals should align to the four [program pillars](#). Within each of these areas you should identify goals that will help you to develop professionally as well as prepare you for successful program completion.

Documenting and reflecting upon your approach to achieve these goals will drive eportfolio development throughout your program. These goals will also help you and your advisor identify experiences that suite your interests and drive your professional agenda.

Once a goal is attained, you should concisely summarize how you attained it—reserving details, evidence, and continued reflection to later sections of your eportfolio. If you do not attain your goal(s) you should summarize why you were unable to achieve it; please include whether or not you want to attain this goal in the future, how you plan on attaining it, or why you decided to discard it. This section should be brief, about two paragraphs for each goal. Additional details for your goals will be provided in the next section.

### **Evidence of Goals/Achievements**

This section provides details regarding the extent your goals were accomplished. Create a separate page for each program pillar and a subpage for each goal within the pillar.

Documentation in this section should also provide an impetus for future goals. As you gain experience in the program pillars through courses, professional experiences, and research, what new questions do you have? How might you go about answering those questions or accomplishing new goals? Remember that one purpose of the eportfolio is to help prepare you

professionally. Documentation included in your eportfolio should clearly articulate knowledge and skills acquired through your program.

To help you show development and synthesize previous learning, this section should include artifacts and reflections that make up the core of evidence regarding your professional skills and expertise.

Keep in mind that artifacts help you to tell a story about your goals and accomplishments; they are not the story. You must provide a reflective narrative regarding the mastery of your goals in each program pillar—using artifacts to support your assertions, highlight details, summarize claims, and provide evidence. Be sure to tell us **why** you selected each artifact (it is a required element). Reflect and tell us what you learned, if it was difficult, how it may have changed your perspective or reinforced your belief(s), or anything that will give us insights into your thinking, philosophy, etc.

### **Personal Evaluation**

This section should include a thoughtful reflection regarding your performance during the previous year. Base it on goals you established and your ability to meet those goals. Be honest and direct.

Were you pleased with your overall performance?

What strengths do you have? What personal limitations challenged or impeded your progress?

How and to what extent did you overcome these limitations? What do you need to be successful in the future?

This is also a space to go beyond your stated goals and address other life events that are important to understand your performance during the year.

### **Program Evaluation**

Similar to your personal evaluation, this section is meant to review the program's abilities to meet your goals and expectations. In what ways did programmatic elements help or hinder goal attainment? What strengths and weaknesses does the program have? What might we do to better support your professional development? What would you like to see more of in the future? What would you like to see less of?

As with your personal evaluation, be prepared to defend and discuss your statements with your advisor and committee. Although you should not shy away from giving or receiving criticism, make sure that your comments are based on constructive feedback as opposed to anger, spite, or blame placing.

### **Sample Artifacts**

This list is not exhaustive but should give you some ideas.

- Course papers and projects
- Pilot studies
- Case studies
- Applications/illustrations of learned concepts
- Professional certificates and credentials
- Course evaluation summaries
- Professional Publications
- Professional presentations
- Awards and recognitions
- Reflections on work experiences
- Peer and self evaluations
- Student work samples
- Lesson plans
- Video-taped performances
- Photographs
- Grant applications

# *Sample Eportfolio Goals*

## **Educational Foundations**

- Write a 3-5 page reflection paper (adhering to current APA guidelines) that describes how instructional design impacts your profession. Provide evidence of the design process in your work.
- With adequate permission, conduct a front-end analysis on a problem facing an organization. Gather information to determine the causes of the problem and whether they can be reduced or eliminated with instruction. If the problem is instructional based, determine the audience for instruction, their needs, and tasks associated with the need. Develop instruction to meet these tasks and reflect upon your work in a 2-page paper (adhering to current APA guidelines).
- With adequate permission, identify a problem facing an organization and design, develop, and implement instruction to reduce or eliminate that problem. As part of this process, design a 1-2 hour lesson (including assessments), select or develop all resources needed to complete the lesson, obtain feedback on your implementation from members of the target audience, and revise your instruction based on feedback received. Write a 2-page reflection paper about the experience (adhering to current APA guidelines).
- With approval from your advisor, read two to three works deemed foundational to your field. Write a 3-5 page paper (adhering to current APA guidelines) that describes how these works shape current practice.

## **Learning and Development**

- Write or revise a personal learning philosophy (3-5 pages) for your eportfolio. Support your claims with citations from relevant literature (adhering to current APA guidelines). Articulate how your philosophy is manifested in your profession. If your personal learning philosophy has changed from what you included in your eportfolio, rewrite it. Articulate how and why you changed your philosophy over time. Be sure to keep both philosophies in your eportfolio for reflection purposes.
- Identify 2-3 job postings that fit your professional interests. Write a 3-5 page paper that compares your preparation with the job expectations and highlights what you plan to work on over the next year to make yourself more marketable for similar positions.
- Distance education is evolving rapidly; tools and environments once dreamed of are now commonplace. Write a 3-5 page paper (adhering to current APA guidelines) describing how you will use distance tools to promote education. Include examples and utilize peer-reviewed sources to support your claims. If your views of distance education have changed during the program, articulate how and why they changed.

## **Technology Understanding**

- Review others' eportfolios and provide feedback about their work in our program site. Write a 2-page paper (adhering to current APA guidelines) summarizing what you learned. What ideas did you gain? How might you incorporate them into your own professional development?

- Acquaint yourself with the University library. Complete an annotated bibliography in a reference management package (e.g., Zotero, RefWorks, EndNote) with a minimum of 15 peer-reviewed sources and 5 additional sources related to a research topic of interest. Identify what databases and search terms you used. Include a copy of your annotated bibliography in your eportfolio and write a brief reflection paper indicating what you learned about library research and your topic during the process.
- In a 3-5 page paper (adhering to current APA guidelines) define the term “technology” and trace the history of the definition through the field. Use sources to support your claims and conclude your paper by creating your own definition and identifying how it influences you professionally.
- Develop a multimedia resource and write a 2-page reflection paper describing how you adhered to principles of message and instructional design in the planning, development, and evaluation of your resource.
- Develop an online learning resource or environment. Write a 2-page reflection paper describing how you adhered to principles of community formation and instructional design during the planning, development, and evaluation of your resource.

### **Research and Scholarship**

- Read 5-10 recent publications of your advisor (listed on the program website) and write a 3-5 page paper indicating how your interests align with theirs.
- Locate a peer-reviewed, professionally relevant research article on a topic of interest and write a detailed article critique. Summarize the main points of the article, identify key players associated with the study, and discuss the appropriateness of the research methods, literature review to establish a need for the study, adequacy of the findings, and relevance to the field.
- Demonstrate mastery of APA formatting to create appropriate headings, in-text citations, and reference lists.
- Write a literature review on a professionally appropriate topic of interest. Use at least ten peer-reviewed sources to support your claims.
- Get involved in a research project with either your advisor or another program faculty member. Summarize and reflection upon your work in your eportfolio. Include timelines, milestones, work samples, and so forth to illustrate your work.
- Attend a regional or national conference. Summarize and reflect on the sessions that you attended and indicate how the experience influenced you professionally.
- Submit a proposal to a regional or national conference and write a reflection about how the experience influenced you professionally.
- Present at a regional or national conference. Include your presentation materials and write a reflection about how the experience influenced you professionally.

# *Committee Formation*

To form a doctoral committee, you should begin by meeting with your adviser. This can be done in person or via telephone. Normally your adviser is your chair. Together, you will confirm whether your adviser will be your chair and identify other potential committee members (Ph.D. students need five people on their committee, Ed.D. students need three people). Committee member identification is generally based on your proposed content area and research methodology. It is your responsibility to set up a meeting with each proposed committee member. During the meeting you should indicate why you want that individual on your committee and what role they may serve. Ask them if they are willing to serve. Do not be discouraged if they disagree. They may be busy at that particular time or may not see a fit with your research interests. If they agree, inform your chair. This same procedure is followed when changing a committee setup. The committee form is located at [http://www.uwyo.edu/uwgrad/\\_files/docs/CommitteeAssignment.doc](http://www.uwyo.edu/uwgrad/_files/docs/CommitteeAssignment.doc). Contact your adviser with additional questions.

## **Program of Study Meeting**

After you have identified your committee, and if your chair agrees, you may proceed to schedule your Program of Study meeting. As you prepare for this meeting, your chair may ask you to prepare a one to two page paper detailing your anticipated program completion, content area and research methodology. You will present this paper at your Program of Study meeting along with the completed Program of Study document. The Program of Study document lists the courses you must take in order to graduate. Please use care in preparing this document. Be sure to solicit the advice of your chair. Each committee member must sign this document. The worksheet is located at [http://www.uwyo.edu/uwgrad/\\_files/docs/ProgramOfStudy.doc](http://www.uwyo.edu/uwgrad/_files/docs/ProgramOfStudy.doc). To change an approved program of study, you will need to complete the change in program of study form located at [http://www.uwyo.edu/uwgrad/\\_files/docs/RequestForChange.doc](http://www.uwyo.edu/uwgrad/_files/docs/RequestForChange.doc).



# Preliminary Exam

As you near coursework completion you should schedule a preliminary exam through your committee chair. As part of this exam, you will defend your eportfolio before your internal program committee members. You will also write responses to three or four questions (determined by your committee) related to the foundations of the field, scholarly research, and research methodologies. Answers to each question should be between 10-12 pages (excluding references) and should be written in accordance to current APA guidelines. You will have five days to answer these questions and cannot receive help from anyone. The university allows a minimum of two weeks for your committee to evaluate your exam. After that time, they will determine if you passed your written exam. If that occurs, you may have an oral defense in front of your committee. Once you pass this oral exam, you will be admitted into candidacy and will have four years to complete and defend your dissertation.

Although you must complete this exam on your own, you are encouraged to think about and prepare for it well in advance. Seeking advice from your advisor, committee, and faculty who teach research methods is encouraged. Consider the following ideas to prepare for this exam:

## Foundations

- Who are the key theorists in the field and how do their theories influence the profession?
- How does information from your courses influence your understanding of the field?
- What are the advantages and limitations of these program theories?
- How does the field influence your current profession?

## Scholarly Research

- What topic are you interested in studying for your dissertation?
  - What facets of this broader topic are you interested in exploring in depth?
- What have other researchers said about these facets?
  - How credible, relevant, accurate, and timely are these sources?
  - What is missing from previous studies?

## Research Methods

- What research questions are you interested in examining for your dissertation?
  - What methods (quantitative or qualitative) best address these questions?
  - What are the advantages and disadvantages of using these methods?
  - Do you have the background knowledge to use these methods?
- What sites might allow you to conduct your research?
  - Will you be able to collect data that answers your research questions at these sites?
  - How might you analyze the data you plan to collect?
- Who might participate in your study and what selection criteria will you use to recruit them?
  - What are the advantages and limitations of using these selection criteria?

When you pass your preliminary exam your committee will submit the required form (see [http://www.uwyo.edu/uwgrad/\\_files/docs/ReportPreliminary.doc](http://www.uwyo.edu/uwgrad/_files/docs/ReportPreliminary.doc)).

# Prospectus

Prior to beginning your dissertation research you must defend a prospectus before your committee. You may also need to obtain approval from the university Institutional Review Board and other organizations where data will be collected. Generally, a prospectus contains advanced drafts of the first three chapters of your dissertation. These include a chapter that introduces the topic, research questions, significance of the study, and defines key terms, a literature review chapter and a detailed methods chapter. Ideally, you will already have drafts of these documents from your preliminary exam.

As you complete your prospectus, submit it to your chair for review. When your chair approves the document you can send it to your committee for review. Reviews last a minimum of two weeks. If your prospectus is of sufficient quality, you will be asked to schedule an oral exam. During this exam you will defend your prospectus before your committee. When you pass your defense you will submit the signed prospectus forms to the program's office associate (see [Appendix A](#)).

## Institutional Review Board (IRB)

Before you conduct research involving human subjects you must obtain permission from the Institutional Review Board at the University of Wyoming. This board meets monthly to review applications and determine if subjects and researchers will be effectively protected during data collection, examination, and dissemination. Guidelines for obtaining approval are located at <http://www.uwyo.edu/research/compliance/human-subjects/index.html>.

Although IRB proposals are accepted at any time, they are reviewed according to the board's schedule. Plan ahead. A general review of materials can take upwards of 4-6 weeks. Additional time may be needed to make changes to your proposal. Proposals must be submitted at least two weeks prior to a full board meeting to be examined that month.

## CITI Training

Before you submit the necessary forms for IRB approval you must complete a series of training modules offered at <http://www.citiprogram.org/>. On this site you will create a user account and complete several modules relating to the safe and ethical use of human subjects data. After completing these modules you will receive a certificate of completion. Save an electronic copy (and print a hard copy) and submit it with your IRB proposal.

## IRB Proposal Sections

A proposal typically contains the following sections:

- Investigator name and contact information
- Project title
- Anticipated project duration
- Project purpose
- Description of how informed consent will be obtained
- Human subjects participation description
- Participant benefits and risks
- Research procedures
- Copies of consent forms, survey instruments, interview protocols, assessments, and other research documents
- Committee chair support checklist
- Approval letters from involved institutions (colleges, hospitals, schools)

# *Dissertation*

After you have successfully defended your prospectus (and obtained IRB approval, if necessary) you may begin dissertation data collection and analysis. By this time you are becoming an expert in your field. Your literature reviews and previous research have helped establish you as a scholar in your area. Your dissertation committee and others you work with have formed a professional network that will help you to succeed in your research. Be sure to continue working closely with these individuals.

Previous work with your dissertation committee should guide dissertation research. Be sure to follow the guidelines spelled out in your prospectus and IRB proposal. Always keep your committee chair advised of your progress. If you encounter difficulties, unforeseen phenomena (e.g., participant risks, procedures outside of your control that influence data collection) be sure to report them to your committee chair and, if requested, to the Institutional Review Board.

Allow for adequate time to complete your dissertation research. Although your committee chair and committee members want you to complete your work in an efficient and timely manner, the most important criterion for completion is submission of a high quality dissertation. While you are working on your dissertation you must enroll in dissertation credit hours. If you have not completed your dissertation after meeting your program's minimum requirements for dissertation credit hours, you will need to continue enrolling in a minimum of one dissertation credit hour per semester until you successfully defend your dissertation. Your chair is responsible for ensuring that you complete a high quality dissertation. Accordingly, there might be occasions where you are asked to make revisions on how you present, analyze, or interpret your data. To help you maintain balance, set small goals that lead to your dissertation completion. Support groups will assist you in data analysis and writing. The more graduate students can support each other through this process, the more satisfying your overall experience will be. Your colleagues will hold you accountable and you will thank them for it in the end.

Be sure to format your dissertation based on guidelines outlined through the many links at <http://www.uwyo.edu/uwgrad/enrolled-students/forms/index.html> (scroll down to the C-D section).

Dissertation completion is time sensitive. Be sure to check university deadlines for graduation requirements.

When you complete a draft of your dissertation that satisfies your chair, it will be sent to the rest of your committee. University policy allows committee members a minimum of two weeks to review this document. If deemed satisfactory by your committee an oral defense will be scheduled.

Upon successful completion of your defense you will be asked to make revisions to your document and submit your dissertation electronically. Guidelines for electronic submission can be found at <http://www.etsadmin.com/cgi-bin/school?siteId=98>

# *Ed.D. Dissertation Options*

The Ed.D. degree prepares graduates to improve their professional practice in PK-12, corporate, government, business, community college, and university staff or leadership settings. The program prepares students for professional service and leadership where intensive, sustained research is not required to accomplish professional goals. However, graduates must be able to effectively locate, evaluate, use, and disseminate research findings. Although course and program expectations help students navigate and use professional research, in-depth understanding of research processes occurs when students conduct research. Thus, students in the Ed.D. program are required to conduct scholarly research to fulfill dissertation requirements. This research typically takes place in applied settings and includes data collection, analysis, and dissemination based on ideas grounded in scholarly literature that aligns with application(s) of the field of Learning, Design, and Technology and with program faculty interests.

Applied projects may include studies that analyze current problems to guide professional understanding and subsequent action, design projects where instruction is designed, developed, and/or implemented in local settings (e.g., PK-12, corporate, government centers) to reduce or eliminate identified problems, summative evaluations of existing curricula, programs, or training activities, and other approved projects designed to advance knowledge in the field of Learning, Design, and Technology.

Ultimately, Ed.D. committees (directed by the chair) will determine the format student research takes. Example formats include, but are not limited to:

- Traditional, five chapter, problem-based dissertations
- Program evaluations
- Faculty directed team-based investigations
- Detailed reports for organization, community, business settings
- Data driven grant applications
- Extensive literature reviews that result in a workshop delivery or professional presentation at the national or international level
- One or more submitted manuscripts to refereed publications (manuscripts must be accepted for review)

As students meet with their committee between preliminary and prospectus exams, they will discuss the format for dissertation research. The committee, as opposed to the student, has authority to make the final decision on the format student research will take. The dissertation format will be identified on the Prospectus Approval Form (see [Appendix A](#)).

# *Graduation and Beyond*



The conclusion of your career as a graduate student can be stressful. Not only are you finishing your dissertation and planning for a defense that may be months away, but you may also be applying for jobs, anticipating future moves, and trying to establish yourself in a professional community that extends beyond the university. Several steps can be taken to create a smoother transition. These include actively participating in professional communities (local, regional, and national) prior to graduation, thinking carefully about what job you want, researching entry-level requirements, and establishing specific short-term goals to make yourself more competitive.

Often students conduct dissertation research while concurrently applying for positions. Each of these activities can fill a workday. Be sure to schedule sufficient time for both. Learn how and when positions are posted for your field. Spend time during these last months to apply for positions. Yet, remember that most employers intend to hire people who have graduated. Do not neglect your dissertation work while applying. Remember, the best dissertation is a completed dissertation.

## **Ph.D.**

If you are a Ph.D. candidate interested in a faculty position in academia, you should identify what types of jobs you would like during your first years in your program. When time permits, carefully review position postings and become familiar with the required and desired qualifications for appointments in your field. These qualifications will give you a sense of what skills you need to develop during your career as a graduate student. As you enter the last years in your program, consider applying for one or two of these positions to become familiar with the process. How will you organize your curriculum vitae to position yourself for the job? Whom will you ask to write letters of recommendation? What will you write in your cover letter? This

experience will give you confidence. It will also provide you an early opportunity for faculty and peer feedback to improve your portfolio and presentations skills.

Above all, do your homework before you apply for positions. Become familiar with institutional and departmental websites. Learn about the faculty, staff, and department leaders in the units that you want to join. Become familiar with the research and scholarship produced by those faculty. They may become your closest colleagues and research partners. Learn about the department's undergraduate and graduate curricula. What classes might you be able to teach? Consider completing a brief review of one or more recent dissertations produced by graduate students in the department. If you know someone that works at the institution, approach them and inquire about the position and the community. Are you a good fit for the position? Are you a good fit for the work environment? Would you enjoy living in the community? As a general rule, only apply for positions that you would want to accept.

Doing this research well in advance of an interview will set you apart from other candidates. When you receive telephone and on campus interviews regarding these positions you will have an opportunity to ask informed questions. Be sure to have your own questions for the search committee, department head, dean, and students. Be prepared to discuss your research agenda, your publication and presentation record, and your goals for research and scholarship over the next five years. Even if you are not offered the position, you will be able to expand your professional network. Above all, do not be discouraged if you do not receive an offer. Obtaining a doctoral degree is hard work. Just getting this far is reason to celebrate. Take the time to enjoy the moment and reflect on your accomplishments.

### **Ed.D.**

If you are an Ed.D. candidate interested in a leadership position in postsecondary education or as a manager in private or public sector organizations, you should also identify the positions you would like to attain. Try to do this early in your program. Again, when time permits, carefully review position postings and become familiar with the required and desired qualifications for appointments in your field. As you enter the last year in your program, consider applying for one or two of these positions to become familiar with the process. You will also need to think about organizing your curriculum vitae to position yourself for the position and whom to approach for letters of recommendation. Remember that as a practitioner, most search committees will expect you to offer references from university faculty and leaders in your field who can speak to your leadership experience, leadership potential, and ability to solve problems and implement change. These considerations should be addressed in your cover letter. Your responsibility in studying positions and organizations is as important as your colleagues' need to study the curriculum and research when pursuing a faculty or research position in the academy. You will be better prepared for positions if you learn about the organization's stated mission, values, and operational goals; its leadership structure; its primary programs and services; its reputation in the community and state; its primary business clients and partners; and the history and viability of its main funding streams. You may not be able to acquire current or complete information about each of these conditions. Remember employers are searching for leaders who will add value to the organization. You can only discuss your potential to add value if you are familiar with the organization.

# *Appendices...*



PROSPECTUS APPROVAL FORM

Prospectus Title:

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By:

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Student's Name

A Dissertation Prospectus Submitted to the Learning, Design, and Technology programs and the College of Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy/Education

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Dissertation Format

Date: \_\_\_\_\_

Approved by: \_\_\_\_\_

Chair

\_\_\_\_\_  
Co-Chair (if applicable)

\_\_\_\_\_  
External Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member