

Dissertation Guide Essentials

Thank you everyone for joining me this evening.

I really appreciate, uh, appreciate your time.

Uh, today's webinar, we're gonna be going over how to use the dissertation guide.

Just to give you an idea of who I am, I'm Dr. Nicole Baker.

I am a doctoral area chair for resources and support.

And so I am the person who tries to get the resources into the hands of our students.

So, um, if you are ever going through your program and you are like, oh, you know, I really need help with X, Y, or z, I'm a person that you can contact because I am the person that will help you find some of those resources.

So, throughout our meeting today, um, first before we get started, I would like to know who you are.

Um, I, I also should say I'm a university research methodologist also.

And so I am a person that is on one of your committee members.

Um, it's possible that you could have me in the future as one of your committee members as A-U-R-M-I help students make sure that there research is aligned, that your problem, your purpose, your research questions, that you're all saying the same thing when you're communicating that.

So we're gonna talk a lot about that tonight.

Um, and so I would like to know who you are, where you are in the program.

So in the chat, if you could please include the program that you were, that you are in.

So if you're, uh, education student, D-H-A-D-B-A, um, any of those.

And I would like to know what stage of the program you're in.

You can tell me, this is my first class.

This is my third class. This is my fifth class.

Um, that would be helpful. And do you have a topic in mind? Um, at this moment, I just need a yes or a no.

If you have a topic in mind. Okay.

Um, it doesn't need to be something that you are absolutely set on, but if you have something that you can work with today, let me know.

So if you guys could throw that into the chat, that would be helpful.

Good. Good. It looks like everybody's has a Kim. Hi.

Kim was one of my students. dj.

Okay. Still thinking about my topic? Yes. Have a topic.

Oh, hi Dr. Elliot. Nice to see you too. Dr.

Elliot and I have been best friends lately. Okay. Yes.

Topic in mind. Okay, great. Alright, so, um, just tonight's, uh, webinar, we're gonna talk a little bit about program alignment.

We're gonna talk about research methodology and design, uh, design alignment, substantiating your problem, problem formation, purpose formation, selecting appropriate design, writing your research questions, writing your chapters.

There's a lot of information there, but it's all gonna be within the context of using your dissertation guide to help you with each of these parts.

Okay? So webinar expectations, this is gonna be an interactive session and so I would like you to communicate with me.

You can come off mute and you can ask me questions at any point.

I will be asking you to do a couple things as we go along.

I am going to put this form into the chat for you.

Um, let's see.

Oh, it would help if I was advancing the screen on the right slide.

Sorry, I was advancing it on the other screen that I was looking at.

So there was my, there we go. Okay.

And then here's our agenda and then here we go.

So, um, if, if, if it's possible, it would be better if you were logged onto your computers so that you can interact with these interactive pieces.

But if you are calling in on your phone, that's okay too.

It's okay. I know that a lot of these webinars, sometimes we are multitasking when we're doing it, and that's okay because everybody's at a different stage of your, uh, life and there are busy things that you need to do.

So, um, if you're comfortable, come on camera.

If you wanna stay off camera, that's okay too.

But that document that I just put by Google form, we are going to, um, be working on this a little bit.

So if you would like, um, go to any open slide.

So just scroll down to any random open one and you're gonna put in there your degree program, the topic, what you're thinking about.

And as we go through this webinar, we're gonna be coming back to this.

So it would be good idea just to keep this link open.

And then when we get to the part where we're talking about a problem, you can work on that document.

This is not gonna be anything that you share with me.

It's not going to be, um, it'll just be like a little, hopefully helpful piece of information that you can use in the future.

Okay? Alright.

You guys, you can see that Google form when I, when it's on your screen now, right? Okay, good. I'm working with two screens, so I'm gonna keep dragging 'em back and forth.

Okay. Perfect.

Alright, so now let's see.

Okay, so for those of you who do not have a topic in mind, I'm gonna give you a topic idea just so that you have something to work with when you're working on that worksheet.

But you absolutely do not have to choose these topics.

I'm just giving you something to like brainstorm so that you have something to work with.

So if you're in the DHA program, those might be some ideas.

The EDD program, you can throw around some ideas with one of those, um, the DBA and then the DM programs.

So take a look and as we're talking through all this, I want you to have in your mind what topic you are gonna talk about.

So if you actually have a topic, use your topic.

If you don't have a topic, pick one of these or pick something that you've been tossing around to just kind of play around with as we are going through this, okay? Okay. Something very important to talk about is making sure that whatever topic you select aligns with your degree program.

So, just very quickly, we're gonna, um, go over this.

So something like the Doctor of Educational Leadership Program, which one of those, or any of those, do you think that any of those topics over on the right hand side align with the Doctor of Educational Leadership Program? What do you think? Sports medicine specifically concussions, police recruitment, increase of crime in rural communities or drug addiction? I see some people shaking their heads, like off the top of your head, not really, right? I mean, we could, we could talk about this a little bit more.

If we were talking about doctor of Educational Leadership and it had something to do with like, kids being injured at recess or kids being injured in pe like maybe that connection would be there or something about drug addiction.

Maybe it could be connected to the education program.

If you were talking about, um, within a context of a school that the school is seeing an increase in drug use, um, maybe there could be a connection there, but off the bat, these don't sound like they would match very much.

Okay. How about, um, what about Doctor of Health Administration? Which one of those topics would align? What do you think? Feel free to just come off mute and shout it out.

Uh, might be sports medicine.

Yeah, sports medicine might be a good one.

Do you guys see another one? Drug addiction. Okay, good.

Drug addiction would be another one too. Good.

I see some people on the chat too. Perfect. Okay.

So whatever topic you are choosing, make sure that it aligns with your program of study that you are in.

So it has to be something that is related and connected.

So that's very important because we're gonna talk about a lot of things today.

And you're gonna be work, you're gonna be like playing around with a purpose statement, playing around with a problem statement.

And if you are picking something that's not in your degree program, you're gonna get to that DOC seven 15 class, which is the first step of phase two, which is when your committee members are assigned to you and your committee members are gonna look at your topic and they're gonna say, Nope, you can't do that.

'cause it's not aligned to your program of study and you don't want that to happen to you.

So make sure that it aligns with your program of study.

Okay? Alright.

So on that Google document, if you could have that open on a second screen, if you're able to even just scribbling it on a piece of paper would be fine.

Um, if not, and you just wanna listen, that's okay too.

But fill out your degree program and then fill out your topic on that Google Doc.

Okay? Alright.

So we wanna make sure this whole presentation is about using the dissertation guide.

So we wanna make sure that you know how to get there.

So if you would like to, the dissertation guide is linked by that QR code.

You can use your phone to scan it, but it's also important for you to know just how to get to it on your own.

So I'm going to show you, um, all right, I'm gonna open up a new tab, and you're going to go to, uh, CDS Central first.

Okay? I'm gonna put that link into the chat.

All right? So that will link you to CDS Central and CDS Central.

It looks like this with Dr. Eilers on the main page.

CDS Central is getting a major revamp.

And so that will be coming soon, but I wanna make sure that you know how to get to the dissertation guide.

So right now it's under this Tools for Success, and you're gonna find it right here, the College of Doctoral Studies, dissertation Guide and Alignment Handbook.

Okay? We're gonna open that.

Then, uh, before we even do that, you're gonna go to CDS Central and you're gonna place a little star on your, um, browser, whatever browser you're using.

This one is, what am I on? I'm on Chrome right now.

There's a star, but if you're on edge, there's a similar star.

Safari has a similar star, you're gonna save it to your favorites because CDS Central is kind of hard to find if you don't have the direct link to it.

So make sure that you star that.

And then we're going to download the College of Doctoral study.

So here we have it open.

This just opens on an internet page, but if you click this little button here that has the arrow, that will allow you to download it, and then I would download it and I would save it to my files.

I will tell you that, you know, for most students, it's gonna take you two years to get through the program.

Three years, four years, five years, maybe 6, 7, 8, 9, 10.

If life happens and it, and, and crazy things happen, it's possible.

Um, I would recommend that you always look to see this last updated, because if you're always pulling it up from your files, there may have been an update since you downloaded it.

So every once in a while, just remember to go back to CDS Central and look to see that you are looking at the most currently updated one.

Now, anytime that we have updates, it's not gonna be major revisions, but every time we tweak the dissertation guide, you're getting a little bit more information and we're making it a little bit more helpful for you.

So make sure that you're always looking at the most recent copy.

Okay? So you're gonna download that guide. All right.

This is, we're gonna be keep coming back to this guide a lot today.

All right? Um, yes, I'm looking at the chat.

Definitely double check the date of the one that you downloaded.

Okay? Uh, also I see someone in the chat, rose said that she printed the guide.

Yes, please print this.

I know it's 114 pages, it's worth it.

Print it off, because when you get to your dissertation writing, every single section that you write on your dissertation, you need to be reading the guide first, okay? Print it and tab. Love it. Okay? So yes, absolutely print it, tab it, highlight it, do whatever you need to do.

But I highly recommend having a paper copy and then referencing the online copy as well.

Okay? Excellent. Alright, let's see.

All right, so now what I would like you to do is, on that Google Doc, I would like you to fill out your research methodology and design that you are thinking about doing for your study.

Okay? Some of you might know already, some of you might not know already, but I want you to think about, um, the methodology would be either qualitative or quantitative.

So those are your two options.

Uh, you could do mixed methods.

However, mixed methods creates about double the amount of work in chapters four and chapter five, when you are analyzing your data and when you're reporting your data.

So, not that it can't be done, it absolutely can be done.

There are many studies we're doing a mixed study makes sense, and it allows your study to be more rigorous and to be, um, I don't know, just a, a better study.

And sometimes mixed methods make sense.

But if you don't have a good reason to have mixed methods, I would highly recommend choosing one.

So doing either qualitative or quantitative.

So qualitative is when you're working with feelings, experiences, um, you're interviewing people, you're gathering perspectives from people, and then quantitative, you're dealing with numbers and data and statistics.

So put down one of those.

If you're thinking of qualitative or quantitative.

Um, Marcy in the chat asked how you download the guide.

If you go to, um, there's a little button on there, okay? Once you, once you open the guide, there's this, in the upper right hand corner, there's this arrow that's pointing down.

You click that button and it'll allow you to save it to your file.

So I would save it like in my University of Phoenix account here.

That's where I would save mine. Okay? Uh, the form link again, uh, the link to, you'll have to go to CDS central.

So CDS central is in the chat.

I'm gonna put it in there again so you don't have to scroll up too far, and you will look about halfway down the page.

Oh, it's not posting. There we go. Okay.

Alright. So now you need to know for our purposes, just for practice purposes in our session, if you're gonna be using qualitative or quantitative, okay? We're going to use the table of contents, and we're gonna find out where we can find the qualitative and quantitative options.

Okay? So this is my table of contents, and I can see here my qualitative designs are right here, and my quantitative designs are right there.

Okay? I'm gonna go to page 14, which I think, isn't it 11? Oh, no, isn't it 11? Yeah, it's page 11.

So it's page 11 in your dissertation guide, this is where you will find the qualitative research designs.

So hopefully you have a topic in mind and you need to pick how you're going to collect data.

What is your process? That's gonna be your design.

So your design, we have, I don't know, was there 10 of them here? Mm-Hmm. These are options.

These are options for your design.

This is not an exhaustive list.

This does not mean that this is every single design that ever existed on the face of the earth.

These are just the most common ones.

So we have other ones, like grounded theory, that's, oh, grounded theory is on there.

Um, like narrative inquiry is not on there.

There's a couple others that are common designs that are not on here, and that's okay if you choose those, but these are the most common, okay? Um, for anyone who does not know what design you want to use yet, I highly recommend reading this page, reading this page, and reading through all of those.

And look to see the little intricacies that they have.

They're all, these are all qualitative, but they're all collecting data in a little bit different way, and their intent is a little bit different.

So I would recommend taking some time to go over this page and choosing one of these designs, okay? For quantitative, quantitative is right below it.

So if I keep scrolling down just a little bit further, this page, it tells you all about qualitative and quantitative research and why you would choose one over the other.

But if you scroll down a little bit more, same thing.

Here are your quantitative research designs.

Again, not an exhaustive list.

There are more that are not on this list, but these are the ones that are most common and most popular.

Okay? For our purposes today, if you know what design you are thinking of using, or you've definitely decided on a design, you're gonna use that design, okay? If you have not chosen to design yet, we are, I'm gonna have you choose for today case study.

Mm-Hmm. And the reason why I'm having you choose case study is because case study is of this list.

It is the most popular one on this list, and it's the one that a good number of students choose to use, okay? So anytime that I'm giving an example, I'm gonna be talking about case study, but if you know yours, you're gonna talk about your design, okay? You're gonna look up things for your design. Okay? So I'm a researcher.

I'm getting ready to write my dissertation.

I know my topic, and I think I know my design.

So since I think I know my design, I'm pretty sure I'm going to use case study.

But maybe I'm gonna do a needs assessment.

I'm not really sure.

I'm gonna use my dissertation guide to help me.

So now I'm gonna go back to the table of contents, and I'm gonna look for case study, how popular case study is.

I know it's on page 19 without even looking at it, because that's how much we use it.

All right? So I'm gonna go back to your, um, dissertation guide.

If you're using the one that's online, I can hyperlink to it.

So here's where case study is.

You'll notice that every single one of those designs that we named all have a page in the dissertation guide.

So I'm gonna click on case study, or if you have a different design, you click on your design and you'll see that in this dissertation guide, there's a whole entire page on case study.

It teaches me all about how, what it's, what its purpose is.

It tells me who, like the, the seminal authors are, or the seminal researchers I should say, of of case study is it tells me what kind of data I need to collect for it.

It tells me what kind of analysis needs to happen when I'm collecting my data.

And if you scroll down even further, okay, we're gonna get to this part in a little bit.

There's also resources that you can click on here. Okay? So case study in particular, you have to select what type of case study.

So for those of you who are thinking about doing case study, make sure that you look at this page and you decide if you're doing explanatory case study, exploratory, case study, descriptive, intrinsic, and so on.

Okay? You decide which one, and they all are similar, but they all have a teeny tiny little difference that makes it, um, that makes them different from one another.

Okay? Alright. Back to the PowerPoints.

All right? Now, um, on your little sheet here, if you know your design, you're gonna put your design on this part, and I want you to include the page number from your dissertation that has your design.

You're going to tab that page, highlight that page, load up on a poster, and put it on your room in your office.

Okay? That page is really important, and you're gonna constantly be coming back to reference that page.

Okay? Alright.

Now we're gonna talk about problem statement. Okay? So I want you to turn to the page in your design with your problem statement.

If you don't have a design yet, let's turn to that case study page, 'cause that's gonna help us.

Okay? We are going to write our problem statement.

Those of you who are a little bit later in the program, and you already have your problem statement, use the one that you have and flop that one onto your document.

Okay? When you write problem statement, you should be, there's many different ways to write a problem statement, but this is an easy sentence starter for you to write it.

So you're gonna write, the problem is whatever your problem is resulting in whatever that is, which is the consequence.

So every problem statement, it has to have an actual problem, and then it has to have a consequence of the problem.

You can't just say that there are teacher shortages what's happening because there are teacher shortages.

That's the consequence, and that's how you're gonna narrow your study down a little bit further, okay? It is really important that sentence and your dissertation be cited without a citation.

That's your opinion.

And your opinion, unfortunately not allowed in a dissertation.

You are not allowed to share your thoughts, your experiences, your education, none of that.

Everything in your dissertation needs to be research based.

The only time you are allowed to insert your opinion is way towards the end.

When you have done your literature review, you've, uh, you've done your interviews or whatever you've done, you've done, you've analyzed your data, now you're putting it all together.

There's a teeny tiny part where you get to let us know what you think about your results, about the results that you got and how they connected.

Otherwise, your opinion is not allowed in this dissertation at all.

So it's really important that that problem statement is cited.

Otherwise, you have to make sure that other people agree with you.

And this is not just a you problem, this needs to be an other people problem.

So you have to find a citation to match, okay? It's really important that that citation is one to two years old.

And the reason why you are saying that something is a problem, you cannot say that this thing that I'm gonna dedicate the next 2, 3, 4, 5 years of my life to, you can't say that this is a problem, and then cite something from 2001.

That's not a problem, then that's not a current problem that we're working on.

It needs to be a current citation that you're working on when you're writing your dissertation.

By the time you get to chapter five, which is the last chapter, when you get to chapter five, all of your references when you are talking about your current problem, your references have to be five years or less old, okay? They cannot be older than five years.

If you are a person who takes 4, 5, 6, 7, 8, 9, 10 years to finish your dissertation, which that's not gonna be us, right? We're not gonna be a 10 year student.

We are going to finish this in 2, 3, 4 years.

And then if we're looking at citations that are only one or two years old, then we're good.

When by the time we get to the end and we've written our chapter five, our citation is still gonna fit within that five year timeframe.

Okay? So it has to be five years or newer by the time you finish your dissertation, which is why you're looking for really new citations right now.

Okay? All right.

Is there any questions about any about the problem statements so far? Okay, please feel free just to shout 'em out.

Hey, this is Maita.

So I'm barely starting just a heads up for the problem statement because we have to create a citation, so we can't propose, like it has to be an existing problem.

Yes. Right? Yep. Okay.

Yep. And someone else has to agree with you.

That is a problem. Almost always.

Your problem statement is going to usually be inspired by something that's happening in your life, right? So for me, my problem statement was, I, my whole dissertation started because I am an educator of, I don't know, 26 or more years or something like that.

And I was passed up on a job that they were looking for a math for teachers teacher to teach at the college level, to teach the math for teachers class at the college level.

Mm-Hmm. And my degree was in education at the time.

I had a master's degree, um, a master's degree in school leadership.

I had been teaching in the classroom for 14 years.

I had been teaching math students for 14 years of all different levels.

And I was passed on a job because my degree was in education and my degree was not in math.

So they hired a math background person to teach the math for teachers class.

And that math person did not have any, they had never stepped foot in a classroom to be a classroom teacher, but that's who they hired.

So my dissertation was inspired because I was denied that job and I got mad Mm-Hmm.

And I was real mad that I didn't get that position, and they hired someone who was not a teacher to teach the math for teachers class.

So my dissertation was inspired from my personal story, but I had to make sure that this was not my personal story, that this was a problem for other people too.

That this was not just a me problem. Okay? So my dissertation was, um, it was about that college professors are hired based on their degree, not on their teaching experience.

Got it. And so that's what inspired mine.

So then I went out and I started Googling and looking in my university library for other people that agreed that this was a problem also.

And I found out it was, there's a lot of people who are in the same position.

Okay? So I do research to see whether or not what I consider a problem is something that has already been identified as a problem.

Exactly, yes. Okay.

Hi. Hello.

This is Angela and I have started and have done part of it already.

Okay. Um, the proposal first three chapters.

However, my problem, um, is an event that happened and it's happened in several schools.

Um, I've been teaching for over 40 years, and I, um, have noted that since the past 40 years, um, we've had violence in schools Mm-Hmm.

And many of them are mass school shootings, Uhhuh.

And I have selected, like you said, case study uhuh.

I started out qualitative, but I changed to quantitative because I selected three schools that experienced mass school shootings.

But each school also is unique. Okay? So was Columbine. Mm-Hmm. Of course.

You know, that was the first used, uh, roadmap, right? The second one was parkland, and the uniqueness there was the students would not become victims.

They stood up and they, they marched and they came together and they fought back against school against gun violence in schools.

And the third one is SGA High School.

And they're unique because it was the first time a ghost gun was used, Right? So I'm now taking those three schools and putting the data together to see if schools affect students academically and social emotionally, and looking at test scores, standardized test scores to see in reading and math.

I chose the ninth grade because I'm patterning the bland chem study, but they're not currentness, Right? Like I'm, I'm, I hear what you're saying, but Coine is not current, but it is still very beneficial and effective for all of us to know, right? And that's okay. Like when you are, when you are citing your problem for any of us Mm-Hmm.

And like, I wanna make sure that we're talking in like a general sense so that this can be helpful for everyone, right? So when you're talking about your problem, you will have a section in your literature review where you are talking about the historical things that have happened before you identified this as a problem.

So you will have older citations in your, in your work literature.

You just will not have your, the, when you are identifying your problem, and when you are talking about current times, you need to have current references.

But it's absolutely fine to be referencing older things in your literature review if there are things that happened older.

But anytime you're talking about this being a current problem, the references need to be current. Okay? Okay.

So I need to update in the problem.

The citation needs to be a current Yep.

Event of that nature.

Yep. Okay.

So then once you have figured out what design you're gonna do, then you're gonna go back to the dissertation guide.

So where did I put mine? Okay, so we're gonna go, oh, we're gonna go back to the dissertation guide.

And again, I'm gonna use case study as my example.

You use whatever page that you're using.

If you scroll down, you will notice I'm on the case study page here.

Mm-Hmm. This tells you exactly what is supposed to be in the problem statement for my case study.

Okay? And same thing with all the other sections.

So you need to see what the dissertation guide says about your design.

Okay? You cannot just, I, a lot of students are, um, when they, when they're asked their research questions, they're just like, oh, I'm just gonna ask this question.

If it doesn't align with the design that you chose, your methodologist is gonna turn it right back to you and say, Nope, go use your dissertation guide.

You have to be using the guide.

So for example, when we get to something like research questions, you'll see on case study, this says, what are school administrators perceptions? What are teachers' perceptions? What are parents perceptions? So guess what word you should have in your research questions? If you're using case study, what word should you have? Perceptions. Perceptions, right? Okay.

So, and that's gonna be the case for every single design that's on here.

Now, some of them don't have like the one word, but if I scroll down here, and I'm looking at the Delphi method technique, this one, what are industry experts best practices? This is asking for industry expert best practices.

That's what Delphi is all about. Mm-Hmm.

So you need to have that term industry expert, best practices.

You need to, um, the Delphi design is about getting these experts together and, and asking them questions and seeing if they can all agree.

If these experts, these people who are really good at what they do, if they can agree on what's best for X, Y, or Z, that's what Delphi is.

Okay? So you're going to have, in your research questions, you need to have the word consensus.

So, because that's what Delphi is.

So if you're writing your research questions and you're not using this terminology from your dissertation guide, most likely you're not doing it correctly, okay? Mm-Hmm. So you have to be using the dissertation guide when you're writing those questions.

All right? I'm gonna come back because I'm getting a little bit ahead of myself here.

Nope, that's not what I wanted to do. Alright? Um, okay.

So now here your problem and your purpose statement alignment.

All right? So we've written our problem statement.

Um, I would give it a try, like even just after this workshop, give it a try.

What the problem is, resulting in situation there and look up a citation later.

That's nothing you have to have right at this moment.

But you have to make sure that your problem and your purpose are aligned.

Okay? So just to give you an example problem, the problem is the average customer hold time for appointment bookings exceeds five minutes, resulting in decreased customer satisfaction.

So that's the problem that I'm focusing my, my whole entire dissertation on.

Okay? What key words do you see in that sentence? Average customer hold time.

Yep. Average customer hold time. What else do you see? Decreased customer satisfaction.

Satisfaction, decreased customer satisfaction.

And maybe like appointment bookings or something like that.

Okay? Mm-Hmm. So I highlighted them in white here.

So when it comes time to write my purpose statement, I wanna make sure I'm using those same keywords in my purpose statement so that my problem and my purpose match.

Okay? I'm working with a student right now that, um, this student is saying, the problem is that teachers from that teachers from Jamaica are being moved to the United States to teach our classes.

And right now I'm working with, with this person on their problem statement, because they're saying that the problem is that it leaves few teachers.

The problem is that it leaves few teachers for the Jamaican students, okay? Mm-Hmm. His purpose statement, he is saying in his purpose statement that I am going to interview, or the purpose is to gather perspectives from the Jamaican, uh, the Jamaican citizens who have moved to the United States to teach those don't match.

Okay? They don't match.

You're saying that the problem is with the students left in Jamaica, but your purpose, you are saying that you're interviewing the people who came to America don't match.

Mm. They have to match what you're saying.

So an easy way to do that is to use the keywords that are in both.

So use the same keywords in your purpose as in your problem.

Okay? And again, because this is our dissertation guide, um, workshop, you're going to go back to your dissertation guide.

And on your dissertation guide, you will see in the purpose section, it tells you four case study and make this a little bigger.

It tells you four case study what you need to have in your purpose section so that you are aligned with case study or whatever design that you chose, okay? Mm-Hmm. Alright.

Now, okay, going on to the next one.

So then now it comes time to actually writing your purpose statement.

Okay? So try writing your purpose statement.

You're gonna say the purpose of the, you're gonna say either qualitative or quantitative.

Okay? The purpose of the qualitative exploratory case study, or whatever design you're choosing, the, the narrative inquiry, the, the qualitative narrative inquiry, you're gonna use whatever terminology on whatever design that you chose.

If you haven't chosen a design yet, just put exploratory case study in there, okay? And then you're gonna go look at your dissertation

guide to see what your dissertation guide says about the purpose statement.

Okay? But that's the sentence stem that you're gonna use for this one.

This one does not need a citation.

This is your purpose for your study.

What are you going to do? So it shouldn't have a study because, or shouldn't have a reference because someone else is not gonna tell you what to do for your study.

Okay? Alright. So now research questions.

I talked about this a little bit.

So you're gonna turn to the page of your design in your research guide.

So if you don't have one, we're gonna pick a case study.

I want you to look to see how the research questions are formed and what keywords we already talked about.

Perceptions, what keywords do you see on the Google Doc or write your keywords on the Google document.

And if you, if we have time or after this workshop, try your hand at some of the, um, research questions.

Okay? I'm gonna show you just a couple other ones because I already showed you, um, those two.

So here, which one is this? This is ethnographic.

This is how are cultural norms, cultural norms, how are things changing? How are things passed down? So your, or uh, what cultural norms result in whatever.

Okay? So yours should be, uh, formatted in the same way.

Grounded theory. Okay? I should see, uh, similar ones there.

This narrative inquiry one, this one is pretty unique here.

What do you notice about these take, let me make that a little bit bigger.

What do you notice in these research questions? These have something different that the other ones didn't.

Have You guys see the, um, the parenthesis at the end? Yeah, the social, yep.

So these ones, you need, one of your research questions have to be temporality.

One of your research research questions have to be sociality.

One of your research questions have to be spatiality.

What are those? I don't know. Guess what? Scroll up on your dissertation guide.

It tells you right here. Okay? So make sure that you are using your guide for to write your de your your research questions.

As a URM, I'm reading hundreds of pages every week and every single time that I open up, uh, a document to review, if I'm reviewing someone's chapter one, I can tell you immediately if they use the dissertation guide to write their questions or not immediately, I will have some students, um, come back and they will turn in 10 research questions.

You will see, if you look through all of these pages in the research guide, none of them have 10 questions.

You're looking at three to five usually.

Sometimes you can have two, sometimes you can have six.

But I'd say probably never. Six.

I would say five is like almost the max that you wanna have.

But if your example in the dissertation guide has three, you should probably have three too.

If your example has four, you should probably have four.

Okay? Um, something else I didn't say about case study that I wanna point out really quickly.

Hey, oh no, that's not what I wanted to do.

Case study is unique in that four case study.

You need to have three sources of data.

This is for a couple of the, a couple of the, um, the designs.

You need to have three sources of data.

It talks about triangulation, triangul here, right here.

It talks about triangulating your data.

Your data needs to come from three different sources.

So your data can be interviewing, let's just say it's like a education.

Interviewing teachers, interviewing administrators, and then looking at archival data about something.

Okay? Those can be your three sources of data.

It can even be three groups of people interviewing teachers, interviewing administrators, and doing a focus group of parents.

Okay? You have to have your three sources of data for case study.

And I'm gonna scroll down.

You'll see that your three sources of data have to be present in your research questions.

So research question one, school administrators, that's one.

Teacher's perceptions, that's two.

Parents' perceptions, that's three.

They have three sources of data here.

They technically have four because they also said based on documentation, okay? So make sure that you're reading the page because some of the designs are going to need multiple sources of

data, okay? And then you, um, you do all of your interviews or your focus groups or whatever, and then you compare your data that you find, okay? You cannot do all three of them interviews.

You can't do interview, interview, interview.

You can do interview, interview, focus group or interview interview, data collection.

But you cannot do focus group, focus group, focus group.

It's gotta be different. Okay? Alright.

I know I'm going pretty fast, but there's a lot I wanna get in before this.

All right? So just like the problem and the purpose, you're going to use those keywords to write your research questions.

Okay? So that same, um, that same one here, we can have, uh, our keywords are college professors, teacher methodology training, meeting the needs of 21st century college students.

You can see those white keywords in the problem, in the purpose and in the research questions.

Okay? So make sure that you're using those same keywords.

That, and using the keywords that are specific to your design is a really easy way to make sure everything is aligned.

Okay.

Dr. Baker, quick question, please.

Yeah, this is Ruth Briggs.

So when you say three sources, um, interviewing the teachers, intervene, um, the parents or the administrators, and then what about the research articles? Is that a source as well when you, No, because that's your, that's a really good question.

And that's a, a common misconception too.

Any research articles that you find, those are building your chapter two, which is your literature review.

They're, you're not gonna use them for your own data.

Um, what you would use for your own data is if like, um, I'm working with a student right now whose topic has to do with, um, breast cancer and getting people's perspectives on why they choose to go get mammograms or why they don't choose to go get mammograms.

And she's just gathering perspectives.

And, um, I completely lost my train of thought there.

Um, oh, so what, so her sources of data, she is ask, she's gathering perspectives from people who have gone from mammograms, people who have not gone from mammograms, and then her third source of data.

She is looking at like the promotional pamphlets that went out to the community.

Like what are we saying about mammograms to people in our community? She looking at like, um, like social media presence about mammograms in the particular community.

She's looking at like the advertising that went out for mammograms.

Mm-Hmm. So those sort of things you can use, but not research articles.

Research articles. That's what you use to build your chapter two.

Okay? Okay. All right. Good question. Okay.

So when we talk about using those keywords, we're gonna use the same keywords for our problem, our purpose, our research questions.

We're gonna see all those same keywords.

We're also going to use the keywords of the design that we chose.

So this one might be a good idea to take out your cell phone right now and take a picture of this screen.

This screen is gonna show you some of the keywords, not all of them, but some of the keywords that clue us in that you're using a case study.

So if I see the word perception or perspectives or like the other feeling words, I know that you're probably gonna be using a case study, uh, if you're using phenomenology that I should see the, the, the term lived experiences.

If you're doing a correlational study, I should see correlated to, related to.

So on. Um, one, one word on here that I need to, um, put on here.

A lot of students use the word impact when there are in their title and in their purpose statement, they're using the word impact, the word impact.

That tells me as your reader, that you're looking for a connection.

You're looking for a connection between A and B.

And if you are looking for a connection in your study, that's quantitative, that is not qualitative.

So you cannot use the word impact.

If you're using a case study, you wouldn't look for impact in case study.

In case study, you're looking for perceptions and perspectives.

Okay? Alright, so here's a really important disclaimer.

All right, so I just told you about all these keywords and I told you about making the connections, I gave you the sentence stems and all that.

I will tell you that every chair and every URM is different.

Okay? So those stems that I gave you, those are really good ways to start your thinking.

Those are really good terms and really good phrases to have within your dissertation.

There are going to be opinions from your chair and from your URM, and they might want you to revise it a little bit.

But I am telling you that those two phrases that I gave you, the problem is resulting in.

And the purpose of the qualitative, uh, case, uh, whatever case study is, those are good sentence stems.

You're not gonna get too much pushback, pushback if you're using those sentence stems, but your chair and your URM might want you to like reformulate them a little bit.

Those, uh, statements that I gave you, those are just singular statements.

Your problem section is actually like a whole paragraph that you need to build, and that's what you're using your dissertation guide for.

You're looking to see what else needs to be in that problem section, okay? Um, anything that you developed today or after our presentation today, your topic and your problem formation, your purpose formation, your research questions, all of those, rest with your chair and with your URM.

So I don't want you putting in, so if you're at the beginning of the program, I don't want you putting in so much time and effort into all this until you're assigned your team.

It's really good to think about it.

It's really good to practice having your purpose statement, having your problem statement so that it's ready to go.

But just know you might get to duck seven 15 and your chair says, oh, we gotta, this isn't this topic.

We need to fine tune this topic a little bit.

It doesn't happen very often that your chair will say like, no trash, that whole topic, that usually doesn't happen.

Um, unless you pick a topic that is not related to your program of study, that's really the only time that they would say like, Nope, we can't do that topic is if it's not related.

Um, I will tell you that things like your title, you're gonna revise your title.

I think I revised mine 15 times by the time I had it.

And I was in a webinar last night and one of the students asked me the title of my dissertation.

I don't even know, I don't know the title of my own dissertation, the thing that I dedicated my life to.

I don't know the title of it. I can give you some, I can give you my keywords, but I don't know the exact time.

Okay? So you're gonna change it like a million times.

And my brain, it just does, my brain doesn't hold onto information like that.

And so it's not capable of doing that. I blame my kids.

Okay? So dissertation template now.

So we're gonna go to the dissertation guide, which is here, and we are, I'm gonna teach you guys a really cool computer trick.

Are you ready for this? Hopefully you know it already.

If you don't know this, I'm about to blow your mind.

All right. Hit control and then f on your computer control F brings up a search box.

Okay? That search box is gonna be so cool for you when you're looking at other dissertations and when you're trying to find things on the template.

So of course, I could go back to the table of contents or I could just type in the word template here, and it tells me all 13 times that the word template was found in the dissertation guide.

Okay? So it's control f that helps you. All right? We're gonna look for the dissertation template.

Yes, it is the best time saved ever. Alright? So you're gonna click on dissertation template and it's gonna bring us to this page.

And here it is, APA doctoral dissertation template.

The current version. Again, make sure that you're using the current one.

All right, mine's opening. I'm gonna put it on that screen so you all can see it.

Okay? Look at how amazing this is.

This is your whole entire dissertation mapped out for you.

It has everything. Okay? So one of the really frustrating things when I was writing my own dissertation was that I had to figure out the margins.

I had to figure out the spacing, I had to figure out the table of contents was a nightmare.

This is all done for you.

So do everything in the template and then it's done. Okay? So when you're using your dissertation guide to write each section, this is why, um, I said to print out a copy of the dissertation guide, print out a copy of this document as well, and put them both in a binder and keep them wherever you're working on your dissertation.

Okay? So this is your template. I'm gonna scroll down.

Um, these are all, just all the beginning pages. Okay? Your table of contents is already formatted.

I can't tell you guys how like, incredible that is, that that's in formatted 'cause that's a whole day of work just to get that right.

Okay? So when you're getting ready to write your chapter one, you're going to go to this template.

This tells you right here exactly what is needed for your chapter one.

So when you are getting ready to sit down to write your introduction, you're gonna read that first, you're gonna read it, and then you're gonna start writing your, your, um, your introduction.

Then when you're getting ready to write your background, you're gonna read this and then you're gonna write it.

When you're starting to do your problem section, you're gonna read this, which is in a general sense, this is about your general problem statement.

Then after I've done this, where else am I gonna look for information about problem statement? What's the title of this workshop in your guide? The citation guide? Your guide.

So you're gonna read this problem, this section about problem statement, and then you're gonna go open your guide.

Okay? Same thing here.

You're gonna read this section about purpose statement, and then you're gonna go to the page in your dissertation guide that has your topic, that ha I'm sorry, that has your design.

And you're gonna read how to write it for that design. Okay? This has everything laid out for you.

So when I say you don't start writing a single page of your dissertation without consulting what this says first, okay? All right. Um, let's see.

Go back to PowerPoint.

I have a question. Comment. Yeah.

Um, so what, what I, what I've actually learned, um, when I got into DOC seven three was to actually, um, I guess in word you have to do like the navigation pain, and I wasn't really sure how to do that, but I think the instructions on University of Phoenix are outdated.

Okay? Because it didn't work for me and I had to go to like Google and how to do it and get like, I guess, 'cause I have Microsoft 365.

So I think the instructions were a little different.

So I kind of suggestion to maybe figure out that navigation pain thing you're talking as I call it, to the right person, because I'm the person that is in charge of like, updates that are needed.

So, okay. You said you that you found that on like CDS Central? I did, but then I, well no, actually my chair chair, she put I guess the instructions in, in the classroom Gotcha. On how to do it. Okay.

And, but I never went to CDS Central to see if it was actually there, but I know her instructions seemed to have been maybe a little outdated 'cause I had to find the latest and greatest.

Gotcha. All right, perfect. Okay.

Um, so then your, you'll notice too that this dissertation template, and we got the template from the guide.

That's where it came from.

Your template, um, is all here and it goes through your entire dissertation.

So if you keep scrolling down, like there's your chapter two and scrolling down, there's your chapter three and so on.

Okay. So your whole entire dissertation is here.

Um, for those of you at the very beginning stages of your program, there's nothing stopping you from starting to work on this.

Now, however, in your access courses, we are teaching you the how to parts of research.

We're teaching you how to pick a design.

We're teaching you what types of designs are good.

We're teaching you how to write a research question.

So I wouldn't get too far ahead on this, on this dis on the actual template itself, and I wouldn't get too far ahead of writing.

But I will tell you that when you start those doctoral seminar classes, you are going to be way more successful if you go into the class already having written all of it, or at least most of it before you even start.

So the class that you're supposed to be writing your chapter two, write it before you start that class.

You have everything at your disposal at this very moment in time.

So do it before the class starts and you will have a much easier time of going through all this and take advantage of these webinars that we host and all the resources that we have for you because all of them are just gonna help you be successful so that you're not one of those tenure year students.

Okay? Um, let's see.

Alright, something else that's really important is the dissertation criteria assessment, um, that you can also find on CDS Central have so many tabs open, I don't know where it went.

Okay, on CDS Central, you can find the dissertation criteria assessment.

Um, I don't want you to worry too much about like where it's located 'cause everything is gonna be different.

Different, but it's in these phase folders, okay? It's in the phase folders.

Actually, I will put the link in the chat too.

Um, here we go.

That this link will not change the one that I'm sending you right now.

All right. That dissertation criteria assessment, that is what is used.

Your committee members are gonna use that to tell you if you pass or not.

And so it's the criteria that you need to write your dissertation.

It's got everything on there that you need. Okay? All right.

Uh, I wanna make sure that you are aware of upcoming events that we have.

Uh, we are hosting a synthesis workshop on Thursday.

I will also be hosting that one.

I'll be co-hosting that one.

Um, but make sure that you're always checking the events page because the events page has so many of these events that we are hosting.

So what's currently up right now is this, this is tonight.

We have this deep dive synthesis on Thursday.

We have those of you who are in the business program, there's a connect on Saturday.

There is, what is this one? Grounded theory if you're considering that design, that's next week.

And then Q methodology.

And then if you're an education student, EDD essentials is the following Saturday.

So make sure that you're constantly checking the events page, and then I'm gonna open it up for questions.

I know I threw a lot of information at you.

Hopefully that made sense. Um, what questions do you have for me? Um, and I will say if you have questions that are specific to just you and just your situation, hold onto those until the end.

So if you have questions that would be helpful for like the collective group, let me know.

Um, if I, hopefully I do have a question.

Yes. So, um, I think one of my, um, issues was, or I should say, or is, is the difference between narrative inquiry and just phenomena.

Phenomenologically, I can never say that, right? It just twists up in my, my mouth every single time.

But because it's, it's a lived experience, which I thought I was gonna do, but then it seems like it's swinging more towards a narrative inquiry.

But now that I look more into it, I'm like, well, what is the true difference and why can I go make more of a lived experience? Yeah. So I would tell you, read those two pages in the dissertation guide.

Read the narrative inquiry one, read the phenomenology one, and then make a decision.

I will tell you that phenomenology is mostly for the healthcare program.

Okay? There are some circumstances where other programs can use it, but for the most part it should be a healthcare.

Um, and a lot of students have been trying to use it and they're using it incorrectly.

So I would probably say that you're better off using the narrative inquiry.

Okay, that's all I needed. Exactly.

That means I don't have to go back and change anything.

Okay? But I will say too, like are, if you have already been assigned your, your committee members that you need to be talking to them about it too, because I, I cannot give you a, like, if you've already started, I don't wanna override something that your committee members have told you.

Absolutely. Yeah. Um, if you guys have not seen it already, um, Dr. Smith put a link in the chat for, um, some feedback on the presentation.

If you could click on that, and if you could do that before you leave, that would be great.

And, um, thank you Dr. Baker.

And one thing, this webinar is a research tools and designs.

I think that's what I said it was, uh, webinar.

And that's important because if you don't pick that right one, then you won't get the right question.

So we wanna make sure we get the questions and match this webinar.

So please click research tools and skills, and that will get you the right set of questions, um, to share feedback about this webinar.

Uh, Maita, did I say your name right? Yes. Um, and maybe this isn't the right place for this question now.

Um, so going into the next class, that 7 0 9, when do we get to this part where we have to like narrow down the question? And That's a really good question.

So your access courses is the first 10 to 12 courses that you're gonna take.

And in those courses, you're going to be practicing with some of these.

So like, you're gonna have a qualitative methods course where you have to write a problem statement and you have to write a purpose statement and you have to write research questions.

It is helpful if you know your topic because if that you're gonna get feedback on it, you're going to submit it to your, your faculty member, your faculty member's gonna give you feedback, and then you'll have like something to work with.

If that ends up turning into your dissertation topic, that's gonna help you because you've already gotten feedback on it and you've already put in some research behind that topic.

So you don't have to have a topic decided until DOC seven 15.

Doc Seven 14, you'll write a mini chapter one. Okay.

If, if you have the topic that you know you're gonna, it's gonna help because you have to write an introduction to your research.

You have to write a background to your research. Okay? And if you end up using that as your topic, you already have half of your chapter one written by the time you get to doc seven 15. Okay.

So while we're learning, it's be, it's, it's good to be like being practical about it.

Another just quick question, Uhhuh.

So, 'cause I have, I have an idea of what I want my topic to be, but I just dunno how it fits.

Uh, benefit cost analysis, is that considered like a type of design or like, would that compliment like an existing design? Design? I think, and Dr. Smith, you can talk more on this too.

I think that it would be able to count as like one of your data collection pieces.

Got it. I don't think it would count as the overarching design. Yeah.

I'm not, again, I think it's, it could be a segment, but it's not the role.

Yeah. Design, you'd have to choose either quantitative or qualitative if they use that as a supplemental piece.

Okay. Because I was thinking it would be qualitative to, to gauge perception, but I wanted to have that benefit cost analysis to then like back up that per or, or identify a gap in the perception.

So I guess that's what I was thinking.

So like in a case study it would be one of your triangulation pieces or like What are thinking about Yeah, that's, yeah, that's what I originally was thinking and then I'm like reading through this and then I'm like, is it a Delphi? But no, that's exactly what I was thinking.

So I wanted it's public private partnerships and public governance.

So it's kind of like, okay, well how, what's the ethical impact, I guess, or social potential social, you can't use the word impact in a case study.

Yeah. What's the ethical or unmeasurable not impact? So like for instance, privatizing prisons, right? So in public governance you privatize prisons because you save money, but what's the maybe perceived ethical outcome of privatizing prison systems and then looking at other, you know what I mean? Or unintended consequences of some sort.

Uh, what other things? So we research methodology group offers, uh, office hours.

Okay. And so, um, what I do in those office hours and what my colleagues do is we just spend time kind of talking through your topic.

Okay. Now, like Dr. Baker said, your URM and your chair are on your team.

They're your football folks.

They're carrying the ball with you.

We are on the sidelines like cheering you on and giving you some information to help you think.

But you know, they are the ones that really help you solidify what you're doing.

Okay. So these kinds of conversations, we can spend 30 minutes talking through different iterations, figuring out what's the other

word other than impact that we would use for your study.

So that's another resource for you.

And if you are on the research methodology group team site, and there's a link to where you can, uh, schedule those office hours appointments.

So that's, that's another resource for you.

Okay. I joined the team, so I'll go look for that office hours because that's really what I need at this point.

It's like I just need to talk to someone like, hey, like you said, the unintended consequences, I'm gonna write that down before I forget. So thank you.

You're welcome. You're welcome.

Josephine, did you have a question? Yes. Thank you Dr. Baker.

I was just wondering if I could possibly get some feedback on my form I filled out.

I'm um, in DOC 7 23 right now. Week four.

Yeah. Um, since you already have your committee members, you would need to talk to your committee members about that.

Okay. Yeah. Um, Kish, how about you? Yeah, I just quickly wanted to share the alignment experience.

Um, I'm in year four. I completed all of my coursework. Oh Good. And Just to give some of the new ones, uh, that are on the, on the line, some encouragement.

Um, trying to find a problem statement was my challenge because I just went in there without doing the literature review.

So I highly, highly, highly suggest dive deep.

Look at all those books behind me. I'm a reader.

Dive deep into your topic of what you wanna study.

Find out the problems from the limitation sections or the recommended, uh, future recommendations.

And that's where you can find a lot of your evidence-based problems versus trying to come up with a topic or a problem that you think is a problem only to find out later.

There's no evidence behind this.

Really your own your own opinion or your own experience.

And then just with alignment, I've spent several hours with Dr. Smith and to align everything, I would literally write out what's the title, what's my problem, my purpose, and my research questions.

And this, this method today was super helpful 'cause it brought me back to those processes of making sure those key words all match.

'cause I never understood what does alignment, what does that mean? What does all of this mean? I was just going crazy with all of that.

So I, I'm almost at the stage where my proposal is accepted.

I'm in my chapter two, I'm doing my revisions again.

But I wanted to share that 'cause that was my biggest hurdle, trying to find out what's the problem that has evidence that it's an actual problem.

All right, good. Thank you so much for sharing. All right.

Anyone else? Um, Ruth, I see a hand on the chat, but I don't know if that meant you're high fiving me or if you had a question.

I just wanted to, um, ask if you could share your email address with us, you know, on the chat.

Yes. Email address. Yes, I can do that.

Thank you. Yep.

Feel free to, um, reach out to me if you do have questions, but like I said, I'm not allowed to offer specific advice once your committee members have been assigned.

We can offer general advice, we can offer tips.

Um, my role is to give students resources.

It's not really to give feedback to students.

And so something like that, you would have to call into the research methodology group or talk to your committee members.

Yes. But, um, I absolutely do not mind giving general, um, advice and tips and things like that.

Um, is Sheena speaking? I have a question.

So just so I'm clear, you said seven 14 s is when the topic needs to be selected? Seven. So seven 15, you take that right after seven 14 s seven 15 is when you start writing your chapter one.

So you have to have a topic by the time you start your writing, your chapter one.

But you will have courses that happen before that where like you have to submit a problem statement and you have to submit a purpose statement.

You have to submit your research questions.

You will be doing yourself a favor the earlier that you know your topic because you'll, you'll practice using it.

It's not required that you know your topic until seven 15 when you write your chapter one.

But you'll be helping yourself if you know your topic earlier.

Okay. Yeah. 'cause I have some, um, I'm in, uh, re research 7 0 9 right now.

Then I have seven 14 s next and then two research classes and then two organizational classes.

I'm in the DM program and then that's when I have, uh, seven 15 kind of halfway through.

So I feel like my schedule's kind of out of order, if you will.

Um, yeah, but I'm, I'm just trying to figure out what I need to advise my advisor to fix, because it seems like it's kind of far down the line for that to be chapter one.

And then all the other classes is kind of right after one, one other, another. I don't, I don't know.

Yeah. Yeah. Okay. Thank You for that. Yep.

But there was a question about the research methodology group.

And so I posted this really long teams link in the chat, but what I'm also gonna do is put my email address.

So if this goes awry and you're not able to get there, email me and I will help you, um, get there.

So everything right? Uh Oh. Yes. Renee asked the question of from the assignments and earlier courses, can the research be used towards the topic? Yes. That's why I am saying that it's helpful.

It's helpful that you know your topic because you will already be doing a whole bunch of research on that topic for the assignments that are in your earlier courses.

And so for example, in DOC seven 14, you write an introduction to your dissertation.

And so you don't wanna have to write an introduction twice.

So if you write it in seven 14 and you don't change your topic, you can use the same one, a revised one of it in seven 15 If I could. But you did say in chapter five is when we need to make sure all of what we utilized is present data, correct.

As far as citations and references.

Yep.

All right.

Any final questions? We're a little bit over, but this was great dialogue and conversation.

I don't know if you ladies can answer me.

Dr. Smith and Dr. Baker.

Um, baker, how often does that calendar get updated as far as Like upcoming events? They usually schedule them out about once per month. Okay.

So I would recommend putting a note on the first of the month in your calendar.

Okay. And trying to remember to check it every month.

'cause I know she does them like in waves, so. Okay.

Um, the person who updates it will update like 12 of 'em at a time. Okay.

What's also great is if you go to the Eventbrite site, there are Eventbrite registrations for most of those events.

Oh. So once you go in there, if you decide, oh, I wanna do something, it's at the end of April and it's already there, you can go

ahead and RVP for it and then you'll get the links, uh, for it in the reminder.

So if you see it in there, get in there and grab it.

Thank you. You're welcome.

Okay. Any other questions? This has been very helpful, even though I am in DOC 7 23.

This has been helpful. Um, I wish maybe University of Phoenix would require kind of this maybe early on.

Um, because even though you read the doctoral guide, um, sometimes you, you just sometimes need someone to walk you through it or explain it just a little bit more and it helps For sure. We do have recorded webinars on most of the topics that we have.

So if you're ever looking for something, feel free to reach out and you can, um, I can share with you what we have.

Great. We also, anyone who's towards the beginning of your program, if you haven't attended the doctoral student orientation yet, um, come to the next one.

I don't have a date for it, but it'll, they're run once a month.

Um, but I host that one too.

Um, I just put the link to it in the chat.

If you don't have time to, to attend one live, there is a recording on that page that I just shared with you that I'm showing on the screen right now.

You can watch this video over here and then, um, you can just learn about the different resources and programs that we have and that will be helpful for you too.

Um, but I do host 'em live once a month, so you can look at the events page, it's just not on there for April yet.

Also, if you take the survey at the end of it too, after you watch the video, you get a cute little certificate you could put on your wall to be proud of yourself.

Uh, where can you find the recording? Okay, the recordings, it's complicated to get to the recordings.

We're work, we're working on revising the site right now.

And so, um, when the site is revised, you will be able to find the recordings a little bit easier.

Um, but if you are looking for something specific, let me know.

I can give you guys a sneak peek at one of the, um, one of the resources that will be hugely helpful for you.

I can give you a link to some of those.

Um, these will be sent out to students, you know, I don't think I even have it.

Um, let me see.

Okay, so this is a whole bunch of other resources I'm gonna put in the chat right now.

Keep in mind it's not completed so it's, there might, you might find some broken links or something, but if you find broken links, just let me know.

Ah, thank you. Thank you.

Um, the recordings to the couple past webinars you can find on the events page.

You are in the research methodology group.

All of the 2024 recordings are on the homepage.

So you can find all of those.

But past years are in an interesting place.

And so we'll, we'll get those out that out of that void so you can it Right. Well, if there's no other questions you guys, um, go.

Please have a nice evening.

If you guys have Dairy Queen by you, it's free Ice Cream Day today.

A Dairy Queen And r us too, I think.

Nice. My kids are like dying for me to finish this meeting so we can go get ice cream Ice now.

Thank you so much, Dr. Baker.

Thank you everyone this thank you everyone for being here. Thank you.

Good.