

## Proposal and Dissertation Alignment

You could go into the chat and if you could tell me where you are in the program.

'cause that's gonna help me cater kind of some of the things that we're gonna talk about tonight.

So if you are right at the beginning, if you are, um, still doing your access courses, you can tell me the specific class you're in or just gimme a general idea that I've already taken three classes or I'm in DOC seven 15, which is the first one that you write your dissertation.

So just give me a, a basic idea of where you are in the program.

Ooh, lots of phase fours. Good.

Phase four, we have some of our, um, doctoral faculty here, which is great.

Phase one, three classes.

Re 7 24 res 7 24 doc seven 15. Good.

You guys are kind of all over the place, which is great.

Okay, so those of you towards the beginning of your program and still, um, in the access courses, or if you have not taken DOC seven 15 yet, pat give yourself all of you, give yourself a huge pat on the back because research alignment is something that so many students struggle with.

And if you get all the way to the end of the program and you're still working on your research alignment, that's gonna hold you up a little bit because, uh, some of those pro some of the, the alignment issues that we have, if, if you, if you're waiting until the end to kind of work out the alignment, it's a little bit more difficult instead of working on it from the beginning.

And so, uh, as we go through, again, just if you have questions, please just come off mute.

Okay. Alright. I'm gonna put myself, I'm gonna put the slides in presentation mode so I won't be able to see anymore.

So I'm gonna feel like I'm talking to myself, which is all the more reason for you to come off of, uh, mute if you have a question.

'cause I won't be able to see you.

Wait, actually it didn't go away.

I can see you still. Alright.

So, um, in this, in this presentation tonight, in this webinar, you're gonna understand why alignment is a key concept in the dissertation, writing from your proposal all the way through your final chapter, we're gonna identify sections of the proposal where alignment really matters and, uh, you need alignment throughout your whole entire proposal.

But where, like, we really look for it, we're gonna learn how to narrow the focus and develop consistency throughout your proposal.

Understand why proper alignment ensures that the methodology that you have chosen is sound and is a good choice for your, uh, for your dissertation.

And then engage with examples of alignment for each research section.

Okay? Alright.

So the, the, when we hear about alignment, we hear many different things about alignment.

Okay? So I'm gonna kind of cover the broad spectrum of what is research alignment and the first alignment.

This is especially particular to those of you who have not selected your dissertation topic yet, you have to make sure that whatever topic you decide is aligned to your degree program.

Okay? So you cannot be going for your doctorate in, um, health administration and then be looking into the impacts of recess.

Um, in elementary schools, those two don't match up.

So you have to make sure that whatever topic you select, it's aligned to the degree program that you are seeking.

Um, your topic should reflect an existing problem within the industry.

And a big part is that this is a problem within the industry, not a you problem.

This is not just something that you are experiencing but rather many people in your industry are experiencing.

And then how do I form the research question that will help me as well as others understand why the problem really is a problem for the entire field, not just a problem just for you.

Okay? Alright.

So let's just quickly look to see if, if these topics align to the program.

Okay, so this first one, all right, I have listed our, the programs that we have here at University of Phoenix over on the left and the topic, okay? Sports medicine, specifically concussions.

Which one of those would you feel like best fits within that program? You guys can just come off mute and just shout it out.

Health administration. Yes.

Probably health administration, right? Health Administration, Yes.

Good. Okay. You probably could justify it into like the doctor of educational leadership.

Let's say you saw a problem where kids were getting concussions at recess times and this was becoming an industry problem where it just kept happening.

Then maybe you could justify it into be an educational leadership program.

Um, probably not business, right? I can't think of any justification of why it would belong in business.

And then doctor of management and organizational leadership.

Hopefully people are not getting concussions in the business world and in the management world.

Okay. I know it happens, but, um, alright, how about police recruitment? No. Which one, which, which program would it best fit in, do you think? Will it be Doctor of management, management in organizational leadership? The organization? Yes, it probably would fit best in there or the business administration too, because like the, the business of policing and the management of of police, um, it would fit into that category.

Okay. How about, um, increase of crime in rural communities? Maybe the management, maybe that, that, that one's kind of a stretch, right? Um, if you could justify this maybe fitting into the educational leadership program if it was spilling over into school hours and if you were noticing an increase of gang violence, um, on, on the playgrounds or like before and after school or on the, the grounds of the school, you can kind of justify it in that.

Okay. And then drug addiction. What do you think? Healthcare, health administration? Probably healthcare.

That would probably be the best one.

Again, all of these, you have to be able to justify that it fits into your program.

If it's not a clear cut, like drug addiction, yes, that belongs in health administration.

But what if it was that I own my own business and post covid, I've noticed that a lot of my, um, a lot of my employees are having mental health issues and they're, they're resorting to using drugs.

Okay? Then you can say that it fits into something like business or management.

But right off the bat, most likely this would be in health administration.

Same thing with, you could probably justify it with school saying something like, um, I'm noticing an increase of students who are, um, bringing drugs to school or something like that.

Okay. So you have to be able to justify that it fits within your program.

Okay. Um, so we're gonna skip these just 'cause we have a lot to cover tonight.

It was just practicing, like, does this, does this one fit within the DHA program? Okay, um, you will get a copy of the, I am gonna skip a couple of these slides just because it, we only have an hour tonight and I wanna get to like, the meat of alignment.

Um, so you'll get a copy of the PowerPoint if you wanna go over any of those additional practice items.

Okay? So let's talk about why alignment is per is important.

So wherever you are within the, within the program, those of you who are at the beginning stages, your homework is to be thinking about and looking into what you want your topic to be about.

Those of you who have already selected a topic, that's great.

Now you're fine tuning it, you're working on your alignment, okay? Once you've chosen your topic and you've identified a problem, it's not just choosing a topic and choosing a problem.

You have to figure out the how to, how are you going to collect your data? How is that going to be done? Which means you need to select a research design that's going to fit the problem that you are saying is your problem.

Okay? You need an alignment between the research triage, you need your problem, your purpose, your research questions, all to match the research design that you are selecting.

Okay? We're gonna get into all that in a little bit.

Each of the major elements of your prospectus or your dissertation, wherever you are in the program, have to be aligned.

They have to be systematic, it has to be feasible.

Think about those of you who have not selected your, your topic study yet.

Make sure that it's a feasible thing.

My initial idea when I was doing my own dissertation was to look at, I wanted to provide training to college professors on how to teach, like, um, how to write a lesson plan, how to use hands-on instruction in the college classroom and all that kind of stuff.

I wanted to do that and I wanted to see if satisfaction of students increased, if their engagement increased and all that.

That would've taken me forever.

It's not feasible to do within a relative amount of time.

And so I tweaked it, I changed my design initially.

I wanted to do, um, kind of like an action research where I was implementing a change in that I was going to train these faculty members.

And then I was going to see before the change and after the change, did I see a difference? Okay? That would've, that would've added a year, two years onto my duck industry.

And a big part is that this is a problem within the industry, not a you problem.

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And nobody wants that, right? Hey, what's up king son? Man, you doing it man? You deserve it. Daddy at work.

Stella Love you. Yeah.

Okay, Stella, can you work on removing that person please? Um, okay, so, um, so with my own study, I just made a slight little tweak.

And instead of me being the one that was going to train the college faculty members, instead I found faculty members who were already trained and I compared them against ones who had never been trained before.

And then, then I did a simple comparison.

It was a matter of handing out my survey and analyzing the data that was able to be done in a much quicker timeframe.

So me, I chose a correlational design.

I wanted to see if there was a correlation between student satisfaction and, um, having a trained teacher or not having a trained teacher.

If I would've chosen a different design, it would've taken me much longer.

And then it's not feasible for me to finish in a, in a relative amount of time.

So you don't wanna be doing these long-term studies because then you're just gonna add years onto your dissertation and nobody wants that, right? Um, you also need to think about, your study needs to be focused and narrow.

You're not, you're not trying to solve the world with your dissertation.

You're trying to solve a teeny tiny problem.

And things like developing a faculty development program that comes after your dissertation, okay? That's what I'm working on right now.

I'm writing a faculty development program.

My dissertation's done already. I already have my degree.

You can call me doctor. I'm done that, that's next steps for me.

Okay? I wrote a book, not my book can be purchased on Amazon now and I'm making passive income from it.

Those are next steps, okay? That's not part of your dissertation.

You wanna think a little bit smaller for your dissertation, okay? Alright. You wanna make sure that all of these elements of your dissertation are aligned, you are focused and you know what it is that you are trying to do.

Okay? So, um, what happens when this is, I can't see the title of this when there's not alignment, okay? When there, there's not alignment, there's no degree to which the purpose flows from the purpose to the problem.

You should see connections between your purpose, your problem, your research questions.

Um, it's unfocused, it's incoherent.

Um, a lot of times when students are misaligned, the meaning of what they're trying to accomplish keeps getting convoluted and keeps getting confusing.

And it's very distracting for the reader when I don't know exactly what it is that you're trying to do, okay? There should be no question if you are in alignment, I know exactly what you are doing with your information.

Um, alignment helps to ensure that the research study is well designed, that you have a logical flow of content.

Okay? So, um, this is another one of those things where we're just matching program.

You can practice that on your own later if you'd like.

Alright? So the first thing we have to do is identify our problem.

So those of you who are towards the beginning of the program, this is your homework.

This is what you should be working on right now.

You should be talking to your, um, supervisors.

You should be talking to your friends, your colleagues to try to come up with a research topic, okay? Those of you who have already identified yours, um, we're just gonna work on like fine tuning what it is that it is your problem.

Okay? So the research problem, should I need to move you guys? So I can see the research problem should be presented as an existing societal issue, okay? This is not just a problem that is a problem for you.

It needs to be a problem that's a problem for everyone for the whole entire industry, okay? It has to be supported with citations.

This is really important.

'cause a lot of times what we do is we see something in our own world and we are passionate about it and we say, Hey, that's what I want my dissertation to be about.

And that's great and that's fine.

But then you are trying to find literature that matches your problem instead of the other way around.

You should be letting what the literature and the research that's already out there guide your problem formation.

So, for example, let's say you wanna do something with social emotional learning and whatever, insert your industry.

So whether that is healthcare or education or whatever it is, you wanna do something with social emotional behaviors or learning or something like that.

Okay? So you need to start researching to see what is out there already.

You need to be reading dozens and dozens and dozens of articles to see what are other people saying is the problem.

You are not saying, this is what I think the problem is.



You need to find other research that's out there so that your ideas are backed by research.

It's really important that you are looking at research within the last, it says five years there.

I'm gonna say two within the last two years.

Reason being, um, a couple of you were in seven, four we're in phase four, which is 7 41.

Um, those of you who are in 7 41, your graduation date is within hopefully a year or two.

But those of you starting out still in res still in your access courses, you're not gonna be done with your dissertation for another two years, three years.

Sometimes life happens and students don't finish for 4, 5, 6, 7, 10 years.

It, it happens because just life happens at the time of publication of your, of your dissertation.

At the time you have signatures where you're asking Dr.

EERs to, to sign your dissertation.

Your citations must be less than five years old.

So if you're at the beginning, you should be looking at citations that are a year or two, and that's it.

So that you don't have to go to the end.

We do have some students who they are towards the end of their program and they needed to take a three-year break for whatever, for whatever life reason came up.

They needed to take a three-year break, a five-year break, and when they came back, all their citations were out of date.

So then they had to go back through their whole entire proposal.

And you don't have to update every single citation, but you need to add current citations because you need to be saying that your problem is a current problem.

Uh, something like, like if you took a five-year break, what happened four years ago that rocked every single industry covid, right? So if your whole entire thing is all about CID, that's not really that relevant anymore.

Like, yes, we're still seeing the fallout of covid, but we're not in the thick of it right now.

So you need to make sure that your problem is a current problem.

All right? The stated problem.

Once you have your problem, that's what's gonna drive your purpose.

And you have to make sure that those two things are aligned together and we're gonna talk about how to do that.

The research problem has to be of important societal concern or theoretical interest.

And the words in the problem should include some of the words from your title, some of the words from your purpose, some of the words from your research questions, and we'll get into more of that too.

Okay? So how to identify a problem.

I talked a a little bit about this already, but you need to let the research guide you.

Your experiences should not drive the research, okay? That's where your ideas are going to come from.

Your ideas are going to come from, from your background, your education, your experience, your passions.

It has to be something that you are passionate about, but you have to let the research tell you what the problem is.

You can, it's really, really, really difficult.

And so many students will have an idea in their head about what their problem is, and then they're trying to find research to match what they think the problem is.

That's so backwards. You need to do it the other way around.

Okay? You have an idea of a problem, you need to go look to see what's already out there, and then you need to see what the research says your problem is, and then write your problem statement.

Okay? Research first, then you write other way around makes it so confusing.

And then you are hunting and hunting and hunting, trying to find a research that matches what you believe.

That's not the way to do it, okay? Other way around.

Um, and then just to make sure that this is not just a you problem, it needs to be an industry problem.

All right? So cautions with problem statements.

You wanna stay away from absolute language.

You should not be saying like things like do not or does not like.

Um, uh, I just read one about school suspensions the other day and it, the, the student wrote their problem statement as something like, um, uh, oh gosh, I don't remember.

Like, teachers are not trained in how to manage students who are returning from a school suspension or something like that.

That's what they were writing.

Their problem is when you say teachers are not being trained, you are saying every single teacher on the face of the earth is not trained.

And that's just not true. And that's not what the research says.

So you need to stay away from that absolute language.

You should be saying things like, few teachers receive training on blah, blah, blah.

Um, be cautious of your bias. This is huge.

And when I see those absolutes and when I see an unsupported problem statement, you are showing your bias, okay? Throughout your entire dissertation as your reader, I should never know what your opinion is.

If I know what your opinion is, you are writing with bias.

So you need to be careful about that, okay? Um, and again, the, the way that you get over this and you don't let your opinion show is by telling us what the research states, not what you think.

Okay? Alright.

So your problem formation, every single problem sentence out there has to have a problem and it has to have a consequence.

If you don't have those two parts, you do not have a problem.

Okay? A really good sentence template to follow.

So take out your, if those of you, especially at the beginning of the program, take out your phone, write this down, this little sentence.

Stem is a really good sentence stem to use to make sure that you have both of those parts a problem and a site, uh, the, the problem and the consequence.

So you have to state what your problem is and then what is happening in your world because of that problem.

That part is the consequence.

So the problem is state the problem resulting in what is happening, because that is the problem.

You have to have those two parts.

Now, a lot of, um, committee members and chairs will tell you to you, you will, you absolutely will expand on this way more in your problem section.

But right now, for our purposes, all I'm worried about is this one sentence for now.

Okay? Alright.

So once you have your problem sentence, you let the, you let the research drive your, your problem formation.

You know what you're gonna be studying.

Now, the next step is to determine how you're gonna conduct the research, okay? You have to figure out what methodology and what design you're going to to decide.

A lot of people jump right to the pur, right to writing the purpose.

You can't do that. You need to know how first.

So how are you going to do that methodology? And a lot of students, um, they mix up these two terms.

Methodology means qualitative or quantitative.

Which one of those are you gonna be doing? Qualitative is words and thoughts and feelings and experiences.

And quantitative, like a quant it is a number of something.

So those would be like surveys where you are analyzing numbers and data and things like that.

Okay? So first you have to decide that.

Then once you decide how you're gonna collect data, like I told you earlier, my initial idea was a qualitative.

I wanted to, to insert this training program.

I wanted to ask teachers how they felt about it.

I wanted to ask students how they felt about it.

And then I switched for time purposes and for, um, 'cause I knew I would, I would get, I would, it would be hard for me to find enough teachers willing to give up a semester of time for me, for nothing for free, and ask them to use free labor.

So I switched it and I changed to quantitative where I was just dealing with numbers.

Okay? So you have to decide that first, then you decide what design you're gonna use.

Okay? Now, how do you know what design to use? Um, you need to go to the dissertation guide. All right? So I'm gonna close out of my, um, thing here for a moment.

Uh, this, this needs to go away. This is too big.

I need you to hide my, um, like I can't close my PowerPoint because the zoom things are right over it.

Can I just go collapse? No, it's not what I wanted to do.

This is not letting me, oh, I didn't mean to close that either.

Oh my goodness.

Okay. No, Dr. Bell, How do I hide? So how do I hide my, um, Dr. Bell? Dr. Bell, this is Tina Simpson. How are you? Can I help? Can I help you? Absolutely Minimize the window that you're on right there. That's The problem. I can't get to it. I can't hit the minimize because my zoom toolbar is in the way.

Can you maximize it? I'm gonna try. Stop, stop share. Oh, there we go.

I stopped sharing. Okay, now I'm gonna get what I need and then I will go back to sharing again.

You can drag the zoom as well.

It won't let me drag the toolbar when I'm sharing my screen.

The toolbar doesn't go anywhere, but that's okay.

I figure it'll work around.

Okay. Okay. Thank you so much.

You're welcome. Okay, now I'm gonna go back to sharing the screen.

Now that I have what I need, are there any questions before I continue on? Should be a good time to pause to ask.

Yes. Good evening. My name is Alicia Squire.

It's a pleasure to meet you and my other team members.

Will you too. This, uh, will these slides be shared? Yes, Because I was having difficulties getting on, so I had to end up logging on, on my Yes, at the, um, the, the slides and the recording of this will be shared.

Okay? So when you are, you have your problem formation.

Yep, no problem. You have your problem.

You know what you're gonna do. You've written your problem statement.

Now you need to decide the how to, how you're gonna do that.

Like I said, a lot of students will want to immediately jump to writing their purpose.

You cannot write your purpose until you know how you're gonna do that, okay? You can't just willy-nilly decide to just write your purpose.

You have to know how you're gonna do it first. Okay? So you're gonna go to CDS Central.

This is brand new revised CDS central, and you're going to find the dissertation guide.

So to get there, we're gonna test my knowledge to see if I remember.

You're gonna click on dissertation journey and then phases and dissertation committee.

And then if you scroll down, you can select what phase you're in.

Okay? It doesn't, doesn't matter for us, because what we're looking for is in every single one of them.

So this is what I'm looking for, this college doctoral studies, dissertation Guide and alignment handbook.

So we're gonna open that.

And let's say I know that I want to do a qualitative study.

I know that numbers scare me, not me. I love numbers.

But if numbers scare you, you might wanna do a, a qualitative.

So you're going to go to page 11 in the dissertation guide.

Why do I know it's page 11? Because I use it all the time.

Because this is a really important page.

'cause it, it gives you a description of all of the designs.

So look at, so qualitative research design.

So you have the problem in your head, you know what you want to do.

You wrote your problem statement, it's supported by literature.

Now I'm gonna look to see how, how am I going to do that? Am I going to conduct an action research study? Am I going to do an appreciative inquiry? Case study is a really popular one.

Many students end up using case study because let's look at the, the description here.

I don't love it there very much, but it says, examines an existing bound case such as organization or institutional processes using multiple sources of data to triangulate knowledge about case studies.

They require an explicit type, which is not that important right now.

Okay? Or are you looking for, um, something like a needs assessment in your industry? Did you notice that there is an area in your industry that's lacking somewhere? You might wanna do a needs assessment? It says it's the first step for an institution or organization considering the development of a program or training.

If that's maybe what I would've done with my original idea.

Like I think that the, the college that I was working at needed a training program for teachers.

So maybe I would've done a needs assessment. Okay? Um, steer clear a phenomenology.

Phenomenology is, um, something that students tend to want to use, but phenomenology really should be about life altering decisions.

So something like, uh, like nursing shortages.

That's not phenomenology.

Phenomenology is more like you are dealing with the death of a child, or you are helping families who have been relocated because their country is war torn and they are refugees.

So phenomenology is like big things.

So that was a little sidetrack, but you're going to look to see how you're gonna do it.

You're gonna pick what design that you want to use here, and then you're gonna become an expert of that design.

Um, if you're at the beginning stages, I would pick two.

I would select, okay, this one sounds like it might work.

And so does that one. And then you're gonna look into them further.

Now I'm gonna pick case study just because it is a popular one.

Let's say you decide that you wanted to do case study.

Then you're gonna go to the page in the, um, in the dissertation guide where you can find case study.

Okay? The table of contents is right here again, because it's super popular.

I know it's on page 19.

So I'm gonna go to page 19 in the dissertation guide or whatever page of the design that you chose.

And look at how amazing this is.

This tells you all about case study.

It really describes to you what it is.

It tells you who are the key players of case study.

Um, in this case, it's yin.

You'll see this name right here, yin. And here yin. Okay? Yin is the seminal researcher who did a lot of the work for case study.

And so you want to be citing yin when you're using case study.

That's a way to have alignment with your research, okay? And then it tells you all about case study, case study in particular.

You have to decide which one of these you're using.

Explanatory, exploratory, descriptive.

There's a couple more here.

Um, intrinsic, instrumental or collective, something like an exploratory case study is very popular.

It's a technique used to collect more in-depth data about what is occurring that can fit almost every single industry.

You're just trying to collect experiences, collect data, collect information.

So you might wanna do an exploratory case study or something like an explanatory case study.

It doesn't describe what is occurring.

It used to apply why something is occurring.

So see that teeny tiny, slight little difference between those two.

One is collecting what? And one is collecting why.

So that's important to know.

If you keep scrolling further and all the designs that I named earlier have a page in this dissertation guide, it tells you what needs to go into your problem statement, what needs to go into your purpose statement, what needs to go into your significance, how your research question should be written.

Okay? If you are not using the dissertation guide to write your problem, your purpose, your research questions, there is a very tiny chance that you are actually aligned.

Okay? It's, it's o you guys are novice researchers.

Um, every once in a while we'll get a person in, in our program that has done extensive research before, but it's rare.

Most of the time, this is like the first big research problem or research, uh, topic that anyone has done.

And so you should not know about case study, you should not know about phenomenology.

That's what, that's why we're here.

We're gonna teach you about those things, okay? So you have to have to have to use the dissertation guide.

I'm gonna keep coming back to this.

We have a whole other hour long webinar on how to use the guide.

So I would highly recommend, especially those of you be in the beginning of the program.

Um, Ms.

Uh, Dr. Smith just posted the recording 'cause it was a week or two ago that we hosted it.

Um, so go back and watch that whole entire thing. All right? So I'm gonna go back to my, um, PowerPoint because we're all gonna use the dissertation guide.

Uh, when, okay, when I was, I closed out my entire, um, PowerPoint when I was trying to move it.

Now this is in the way. Uh, okay.

Alright, so here we are again.

I'm gonna have the same problem that it's, it's hiding my, when I share, I just have to stop sharing.

Okay? So, um, I was on the slide about using your dissertation guide, which was here.

Okay? So you're gonna use your dissertation guide once you figure out the how to.

All right? Then you start thinking about your purpose.

So, so now you know the how to, uh, you can start using the words from your research design.

Okay? I meant to move this up.

So you're gonna use the keywords from your dissertation guide when you're writing your purpose.

So we have our problem, we're ready to write.

Our purpose case study is all about perceptions.

So if you chose case study, I should see the word perceptions in your purpose statement.

If you chose phenomenology, I should see the term lived experiences in your purpose.

If you chose correlational, I should see correlated to, or related to, or the impact of, I should put impact.

That's a really important one on here.

Um, I should see those words in your purpose. I, I, Yes. I know it's not in presentation mode, but could you make the slide bigger? Yes, I can, I can probably go back to presentation mode.

I'm just afraid that it's gonna, um, yeah.

I mean, I, I think if it's just bigger and I, and I'm speaking for me, seeing it on the screen, this is better.

So I don't know if others, okay.

If this is, looks better and it is enough so that you're not, you can do the back and forth that you're wanting to do easily.



Sounds good. This looks Good.

Okay. All right, great. Um, I don't know that I need to go back to, but I'm gonna stay here if you guys let me know.

Um, if, if you need to make, if I need to make something bigger, okay? So in your purpose statement, you need to know the design, okay? You cannot just randomly start writing a purpose.

You need to know the design. Um, you need to, uh, if it's Delphi, you need to, it's, you need to say something about industry experts and consensus from, from experts or something like that.

So you need to know about your design before you write the purpose.

Then you can start writing your purpose, okay? Your, uh, purpose, it provides a statement of the objectives of your study.

What you're trying to do. Once you select your method and design, you have to have those selected first.

The purpose should be modified to re reflect the specific dine that you're talking design that you're talking about, and then quantitative studies.

You need to, you need to, um, identify the variables of everything if you're doing quantitative.

And then each element must reflect a narrow focus to help the researcher stay on track.

And you're gonna use the keywords from your problem statement to help you write your purpose statement.

So you're gonna use the keywords from your problem statement and the keywords from the research design that you chose.

And those words have to be present in your purpose statement.

If they're not present in your purpose statement, then you are risking not being aligned with everything.

Okay? And I'm gonna say this a hundred times, use your dissertation guide 'cause it will help you.

Okay? Alright. Dr. Baker. Yes. There's one comment in The chat that says the slide is too small, so I don't know, I'll make it if you can, yeah, Slideshow from current side.

Okay. Okay. Alright.

So then once we know the how to and how we're going to do that, we're gonna start to write our purpose statement.

Alright? So the purpose, just like how the problem statement had a little sentence structure, again, write this down or take out your phone and take a picture of the screen because this is the sentence stem that you want to use.

Your purpose section of your dissertation should start with this exact sentence, the purpose of the name, your methodology.

Your methodology is either quantitative or qualitative, that's it, of whatever.

And then name your actual design.

So if that's case study, if that's phenomenology, if that is, um, grounded theory or whatever it is, is to, and then you fill in the blank for the rest of the section.

So it, it would sound like the purpose of the qualitative exploratory case study is to blah, blah, blah.

And now is here, here's where I'm gonna start using those keywords, okay? Case studies about perceptions.

So I need to make sure that I put the word perception in there somewhere.

The purpose of the qualitative exploratory case study is to explore the perceptions of blah, blah, blah.

That helps me be in alignment with the design that I'm choosing.

Okay? So let's take a look, an example.

So, um, an an easy way to make sure that they're aligned is to use those keywords.

So the, so if I give you the problem, okay, remember the problem is resulting in if I gave you the problem of the problem is the average customer hold time for appointment bookings exceeds five minutes, resulting in decreased customer satisfaction.

I have my problem and I have my consequence.

So what key words do we see in there, guys? Just shout 'em out.

Resulting, resulting in, Resulting, okay, what, what is this whole entire thing about The problem? Customer satisfaction. Yep. What words up here? Oh, Decreased customer satisfaction.

Yes. Decreased customer satisfaction.

So that means my purpose statement has to say something about sat customer satisfaction, right? Since that's what I identify my problem as.

My purpose has to have something about customer satisfaction.

What else? The average customer hold time. Yes, hold time.

This whole entire problem is all about hold time.

So I need to say the words hold time or say some derivative of hold time, right? And I know that I'm ta I'm talking about some organization that uses appointment bookings.

That's what the customers are trying to do, right? So I have to have all of those keywords in there, right? So I'm gonna show you here.

So in white is where I've highlighted the keyword.

So customer hold time, appointment bookings, and decrease satisfaction.

So now I'm gonna use those words to write my purpose statement.

Okay? So the purpose of the quantitative correlational study, that's I decided my how to is to determine the impact.

The word impact tells me that it's a correlational study because that's the key word from correlational study is impact.

And then I'm using the keyword from my problem.

Customer hold time for appointment bookings impacts customer satisfaction.

Okay? The impact, impact there is kind of funky.

I need to fix that. Okay? All right.

So in this one here, the problem is college professors are not required to, and I just told you about, um, about using absolute language better would be the problem is college professors are rarely required to have any teaching methodology training resulting in college professors being unprepared to meet the needs of 21st century college students.

First, what are the keywords? So in this, your keywords are college professors, uh, teaching methodology, training, um, not like not meeting the needs of students.

Okay? So then you're gonna just practice just on your own.

And I don't wanna like take too much time here.

So you would use those keywords to write your problem statement, okay? So the, your, you would start with the purpose of the qualitative exploratory case study is two.

And then you're gonna use those words, okay? You're gonna use the words, the keywords, all right? Then once you have your purpose statement written, now we can start thinking about our research questions.

Okay? The research questions they have to align, align to align, align, align the line with the research method that you chose, the design that you chose, they have to align with the problem and they have to align with the purpose.

Okay? You're gonna state your research questions.

If you chose quantitative numbers, you need hypotheses as well.

If you choose qualitative, you do not need hypothesis, okay? You're gonna limit the research questions to no more than four.

You're going to ensure that research questions in aggregate are neither narrower or wider than your purpose.

So if your, if your, uh, if your purpose is like very streamlined, very narrow, you wanna make sure that your research questions are also, and the problem statement should show why the research questions are relevant.

All right? So to do that, we are going to use the same keywords again.

Okay? So if I look at the example of the college students, the problem is college professors are rarely required to have any teaching methodology training resulting in college professors being unprepared to meet the needs of 21st century college students.

My purpose statement that I wrote is using the same thing.

The purpose of the qualitative exploratory case study is to examine college professor and college student perceptions on the impact teacher methodology training has on meeting the needs, blah, blah, blah.

Now I'm gonna use the same keywords, the ones that I have highlighted to write my research questions, okay, what are college professor perceptions of teaching methodology training need needed to meet the needs of 21st century, blah, blah, blah.

And then RQ two is what our student perceptions and so on.

Okay? This is where you're going to use your dissertation guide again because your dissertation guide is going to show you exactly where, um, not exactly where I got distracted looking at the time.

Um, it's going to tell you the format that your research questions need to be in.

So if you chose case study, you're gonna go back to that page 19 and 20 and you're going to look to see how the questions were worded and you're going to replicate that, okay? Even with like, the number of questions that are there.

So on the case study page, they actually list four.

You really only need three.

But, um, in some other ones, like, uh, I'm trying to think like narrative inquiry, it lists three examples.

You should be giving three research questions also. Okay? So you're gonna use, can you see how we have all these keywords? We have keywords from my problem and we have keywords from my research design that I chose, and I'm using all of those and that's how I'm writing my problem, my purpose, my research questions.

Does that make sense? Any questions? Dr. Baker, there's a question in the chat.

It says for mixed, do you need hypothesis? You do, and I will tell you that your committee members will, if you're choosing to use mixed, you need to have a darn good reason why you're choosing mixed.

The reason being, you are creating double the work, which means double the time to finish your degree.

Nobody wants that. Um, I have had students in the past where a mixed methods makes perfect sense.

I'm working with one right now and she's doing a qualitative and I'm trying to convince her to do a mixed method, but don't have her totally on board yet.

But usually your committee members will tell you to pick one or the other.

It is not recommended that you do a mixed because you wanna finish, right? And when you are writing your dissertation, your chapter four is all about analyzing your results.

And your chapter five is all about comparing those results to, um, research and literature and all that.

And if you choose mixed, you're basically writing two chapter fours and two chapter fives.

Because everything that you write, you have to write a whole qualitative section.

You have to have a research, you have to have research questions that are qualitative, and then you have to have research questions

that are quantitative.

You have to have results that are qualitative and results that are quantitative.

You have to, you have to compare to the literature both.

And so really it's like you're doing double the work.

So not to say that it's not possible, but it really is not recommended, particularly if you are a beginning researcher.

Okay? Um, but if you do, if you do decide to do mix, then yes, you have to have research questions that are quantitative with hypotheses, and then you'll have to have separate research questions that are qualitative.

Okay? Any questions? Okay. Alright, I'm gonna keep going.

Don't feel free to, um, interrupt me. Okay.

Speaking of keywords, this is huge.

Anytime you're referencing the your own study, please just use the words from your problem and your purpose.

Anytime you're saying something like the aim of the study or the objective of the study or the goal of the study, just use the words from your purpose statement.

Because anytime you tweak those words even slightly, you are risking being in misalignment As you are writing your dissertation.

If you feel like a broken record and you feel like you're being repetitive And you keep repeating yourself, I'm repeating yourself, I'm repeating yourself, guess what? You're doing it right? You want to make sure that every single time you're talking about your study, that you're saying the same exact thing.

I'm gonna show you some examples here. Okay? So in this one, alright, this says, the problem is that nurses in the home healthcare industry receive inadequate training resulting in strained recruitment and retention of home healthcare nurses.

That person wrote their purpose as the purpose of the qualitative exploratory case study examines home health care perceptions unique to the home care industry causing barriers to nurse recruitment and retention.

Also, notice, side note, your purpose does not have a citation on it because this is your purpose.

A lot of times students will submit their purpose and it has a citation.

No, they'll put like, like Baker 2014 said, this Baker did not say this about your study.

Your study doesn't exist yet 'cause you're still working on it.

So it does not have a citation. Only your problem. Okay? Alright, so back to talking about, um, so this was a real example.

This was a real student that I was looking at.

Let's really look closely at that purpose.

It's an expl, uh, exploratory case study.

We're looking at healthcare, home healthcare, nurse perceptions that work in the home care industry.

And we're looking at the barriers that they have to nurse recruitment, to getting new nurses and then keeping those new nurses.

Okay? So that's what our purpose is.

So this student said the goal is to determine which is the main barrier, which causes the most strain on the nurses.

Is that what my problem statement said? Did it say I was looking for the main barrier? What do you think? Um, no, No it doesn't. Okay. Hint, hint.

All these answers are gonna be no. Okay.

It doesn't, that's not what my purpose was saying.

It's close, but it's not. And guess what? By one sentence, you, your, your topic is not aligned with, with your purpose statement.

Okay? Another one they said was the, the stu the study's goal for the current nurses is to determine what barriers they face in the daily duties required of the home healthcare nurses.

Is that what we're looking for? No. No. Okay.

No, we're not, not, that's not what we are looking for.

That is something that they are hoping might come out of the study.

They're hoping that the nurses that they choose to interview are gonna share things about their daily duties.

But that's not what my purpose is.

My purpose is not trying to find purpose about their daily duties.

That's not it. Okay? Another one was, I have to move this, the study's goal for the retired nurses.

I think we're talking about current ones, weren't we? So that's a problem is to determine if they retired early to leave the field.

And if so, why? And if not, what the perceived barriers were for them daily.

So this, you were, they were looking at recruitment and retention.

So I can see why they were talking about retired nurses.

'cause it's people who were not retained.

It's people that left.

And so maybe that is part of their population and who they're asking.

But that's, again, it's not my purpose, it's not the purpose of what I'm trying to do.

And then I think this is the last one.

The goal of the study as it pertains to administrators will be to determine what barriers they face in the recruitment and retention.

So here it says, pertains to the administrators.

My, my purpose statement was talking about not administrators, talking about the actual nurses.

So if you want to, and especially 'cause this is case study, you need three sources of data with case study.

If you are, if you are interviewing nurses and administrators, then your problem, then your purpose statement should say that it should, it should have been re it should have read the purpose of the qualitative exploratory case study examines home health nurse perceptions and administrative perceptions unique to blah, blah, blah, blah, blah.

I could have just fixed it by just adding that part in there.

Okay? So again, if you feel like you're being repetitive, you're doing it correctly.

You, you have to be very cautious when you are deciding to tweak the words.

When you're tweaking the words, you are risking being in misalignment.

Okay? Alright.

And then once all this is done, you have your purpose, you have your problem, you have all this, you can start working on your title.

A lot of people will just jump to the title right away.

And the title is not anything you need to worry about until you're ready to put signatures on your page.

Um, throughout, every time I'm working with students, I tell them to give the title a try because we'll just keep working on it throughout the whole entire thing.

I think Dr. Smith, I don't know if you remember, I, my title for my dissertation changed 12 times or something like that.

And it's going to change. It's not gonna, but you have to make sure that your title is still in alignment with what your whole entire study is about.

It needs to be concise and reflective.

It has to be 15 words or less.

It has to reflect the purpose.

It has to include your research methodology and design.

It helps the reader to quickly focus on the contents of your research and to make sure that it does align.

Use the key words, use those same keywords that were in your problem, your purpose or research questions.

Okay? A lot of times students will try to be like, creative and cute with their dissertation title.

Nope, there's nothing cute about dissertations. Okay? Save the cutesy titles for when you get, when you write an article based on your dissertation and you're trying to get that article published.

Save those, those cute titles then, okay, your dissertation is very, it should be very clear, very concise about what you're trying to figure

out.

Okay? Um, and then the title, the you will Change it.

I promise you you'll change it. The first one you pick is not gonna be the one that you end up using almost positively.

Alright, disclaimer.

So after all this that I've talked about, after all this problem, purpose, alignment, keywords and all this, your committee members are the ones that are going final approval of your alignment and they're giving a final approval of your problem statement, your statement, your research questions.

So even if you walked away from this and you're like, yes, like I know how to write my problem, my purpose, my research questions, you might submit that to your committee members and they're like, Nope, we gotta tweak it.

We gotta change it. Um, and so just be prepared.

So if you've already come up with something, uh, I know like especially those of you who are in your, I think it's res 7 24 I think which is the qualitative, um, research methods in that class.

And in many of your classes you submit a problem, a purpose in research questions in those classes to get feedback from.

They, these are not, a lot of them are committee members, but they're not your committee members.

And so everyone is bringing their own experiences to dissertation writing.

And so certain chairs or URMs, which is University research methodologist, they might want you to write something differently.

So let's say you use that sentence stem to make sure that you have the problem and the consequence.

Maybe your committee, maybe your chair doesn't like that sentence stem and they want you to write it in a different way.

That's totally fine. So just know that if you do come up with something, it's not set in stone.

Um, your committee members are gonna be the ones to approve that.

Okay. All right. Um, I have an alignment worksheet.

I'm actually gonna come off for a moment, um, because I have a whole bunch of things that I'm gonna put in the chat for you.

All right. So this alignment worksheet, it's linked by QR code, but I'm also just gonna put it in the chat.

I would highly, highly, highly recommend that you, um, fill out this alignment worksheet.

Did it that the link didn't go, did it? Nope, it didn't.

Alright. I'm gonna pull up the alignment worksheet in just a minute and I'll put the copy there.

Um, that's annoying.



I put it on there right before we started too. Okay.

I'm gonna put that up there in a second.

But it does walk through problem, purpose research questions, especially those of you who are at the beginning of your program, or if you are a student who is in phase three, phase four, and your team has said something about alignment, I highly recommend filling out that worksheet.

Okay. I will put a link to it in just a moment.

Alright, this one, um, is the dissertation criteria assessment.

This is going to take you to CDS Central and that, um, you can find the DCA, that's the rubric that is used to determine, um, if you pass your dissertation or not.

So make sure you're constantly consulting that and then lots of other resources here.

Let's see if I can just highlight all of these.

Well, let me, all right. I'm putting in the chat.

I don't know what's gonna happen.

Oh, yeah, I think that might work.

Um, I see all the links. Okay, great.

I still owe you the, except for research methodology group.

I'll get that one. Okay, great.

Um, so all of these that are on here, the, um, make sure that you're using the Dissertation Guide and Alignment handbook.

The DCA is the Rubric Research Hub.

This is what, um, Dr. Smith, um, she's a big part of this.

You can find so many resources.

All of the research designs have like, um, pages on the, on the hub.

We have events that we host and all these things.

So make sure that you're checking out the research hub.

The research Methodologist group is a wonderful place.

This is where, um, Dr. Smith posts all the recordings of previous, uh, webinars that we've hosted and all that.

If you're not a part of the Facebook group, the Facebook group is such a wonderful place to get quick answers to something.

And for the most part, it is 99.9% positive, supportive and encouraging place to be.

And so even if you don't have a Facebook, it might be worth joining just for that because it really is a great place.

And then the doctoral writing resources, if you've ever, um, have issues with writing, that's a good place to go as well.

All right. And then we have, um, our upcoming events.

Uh, make sure that you are checking this out.

I would love it if each of you would take your phone right now and you would take it and start a calendar.

Reminder that on the first of every month, you're gonna check the calendar to see what's coming up.

We have, um, webinars like similar to this one.

We have things like coffee chats where it's more like casual and it's just a way for you to connect with other doctoral learners.

And all of the, um, all of the programs like the EDD program or the healthcare program, they host their own, uh, workshops and webinars and like, um, gatherings so that you can connect with other people too.

So that's a great thing. And I think that is it. Okay.

I'm gonna open it up for questions.

What kind of questions do you have for me? Again, I will ask that if it's a personal question that that pertains to just you, if you just hang onto it till the end.

I'm gonna look up that, um, I'm gonna stop sharing so that I can find that alignment worksheet for you too.

Dr. Baker. Yes, this is coming. McGowan, how are you? Hi.

Actually turned my camera on. I'm sorry to be rude.

Um, you're good. I can't even get to it.

So I found that having a tour with the librarian, um, a personal tour and setting that up is extremely helpful.

Yes. So for anybody that's starting the program, I suggest to do that sooner than later.

Yes, that is excellent, excellent point.

They, um, they are wonderful.

They will help you go through, um, they'll help you find research that's related to your problem.

They will help you find current research.

We have a whole webinar, um, through the writing center, uh, that tells you how to find peer, uh, peer reviewed articles.

That's a really good one to watch.

It's on that doctoral writing resource page. Um, but yes.

Um, and that's something that's, I'm sorry.

That is, that's okay.

That's on the, um, once you log into your account, um, you can go to the library.

Uh, let me see if I can do it here.

Let me go back to sharing my screen so that you can see.

Actually, I'm gonna post this again. Okay.

That, that one, that's like this really long address, that's the alignment worksheet.

Why does it, oh, it's DN for Dr. Nicole.

I was like, why are my initials dn? Okay, that long one that I just posted is the worksheet.

Okay. Let me go back to, um, I'm gonna share my screen so I can show you how to get to the make an appointment.

Okay. So I'm gonna go to, okay, you're gonna go to your main Phoenix page, which I think I'm already logged in.

Yeah. Okay. So this is just my page.

Then you're gonna go to this quick links, and if you scroll down, you go to University Library.

And then here's this.

How do I button, there's this help button.

Um, ask us FAQ, all that is there.

Um, I'm gonna put the direct link as to how you find, how you find, um, how you make an appointment.

I'm gonna put that direct link in the chat as well if I can find it.

Great. Any other questions while I'm looking that up? While we're waiting for questions, um, I just wanna put a plug.

I've been putting a link to the survey in the chat.

If you could fill out the survey about this webinar to let us know all the great things that you learned from the webinar, what other things you'd like to learn, um, how we might be as able to assist you, uh, better.

We would love to hear your thoughts about what types of webinars we should be hosting.

So please don't forget to do that.

And then also there's a really long, like ridiculous, like four lines long link that is to join the research methodology group teams.

So if you are not a part of the teams community, please join teams because that's where this webinar and the PowerPoint as A PDF will be posted in a couple of days.

So if you want access to the PowerPoint and the recording, um, that's where they, that this one lives.

And also the other, uh, webinar that Dr. Baker referenced earlier in her presentation.

Okay. Any other last minute questions? I'll comment. Yes, I need to say thank you very, very, very much for this information because I feel like I have learned more in this one hour than I have trying to struggle through my last few classes.

I truly appreciate it.

Good. That's great to hear. This is one where I, I really feel like we can't require students to attend it, but I really feel like you're missing out if you don't attend it because it's hard to grasp everything that is aligned.

It's such a huge, it's really a, an expert researcher idea when you're, when you're trying to align everything.

And, and you should not be expected to be an expert researcher when you're just starting.

So, um, David, I see that you said, um, a webinar covering the entire doctoral program in the phases.

Join me for, um, the DSO, the doctoral student orientation.

So I do have, I'm the one that hosts that.

They're hosted like once every six weeks or so.

Um, and we talk about all the phases and like what to expect and how to be successful.

It's like an overview of all of the things.

We don't dive like too deep into any one thing.

Um, but if you are, especially if you're towards the beginning of the program, please join me.

The next one is like August.

I don't know for sure August 2nd or third or something like that.

But you can check the, um, the events page.

I posted that in the chat as well.

Dr. Baker, this is Tina Simpson again. Yes.

I would like to thank you for this webinar and also encourage those to attend the colloquial if you can make it in April in Phoenix, Arizona.

I think that was really helpful for me as well as the EDD essentials that are on the research hub.

So to check out the calendar, especially for those who are in the beginning of the program, check out the research hub and the calendar of those webinars and those EDD essentials that you were talking about earlier.

Yes, absolutely.

Okay. Anything else? Okay, good.

I'm glad that a lot of you are signed up.

Um, the good thing about alignment too is that the research hub and the whole research team, we have a recorded webinar on almost every single design.

Once you know what design you are doing, I highly, highly, highly recommend watching the webinar of your design because we don't expect you to be an expert on all of the designs, but we do expect you by the time you're done to be an expert on your design.

And so one good way of doing that is to watch those webinars.

Um, they are on the research hub, but, uh, if you are having trouble finding them, I will put my, um, I will put my information in the chat, my email address in the chat.

Feel free Dr. To reach out to me. Dr.

One more suggestion. Yes, this is Colleen McGowan again, if anybody has an opportunity Uhhuh to observe a, a def a student defending their dissertation, that will tell you exactly what you're headed towards and your experiences that are leading up to your, your defending of your dissertation.

Yes. It's amazing to watch other people go through it and how they've finalized their all their work.

It's, it's absolutely incredible.

And it's such, it's such, it gives you an example of what your expectations are.

Yes. Is great feedback. Yep.

Um, and if you don't have time to attend a live one, we do have, um, recordings of them.

Uh, check out this, this is, uh, research design webinars that I just posted there, webinars.

Um, and at the bottom of that, if you scroll down on the one that I just included, if you scroll down, there are links to a similar page for every single chapter.

And if you're looking for something specific like, um, the oral defense, which is that presentation she was just talking about, click on the chapter five resources and you will find links to recorded presentations.

You'll find links for so many different things.

So please utilize those.

And the, the one that I just sent to you, it has a recording on case study, a court recording on grounded theory, a recording on all of the things.

So consult that sheet anytime that you're looking for something as well.

Thank you so much for your time. Dr.

Yes. Thank you all so much for joining us.

Um, I think Dr. Smith, uh, included the link to the survey.

If you could please fill that out, that we greatly appreciate that it kind of helps us drive our decisions and, and drive what topics we should cover and changes that we can make.

So if you have suggestions for us, please make sure to include that.

Thank you very much. This is Alicia again.

I'm trying to copy and paste the links and resources from the chat, because by the time you close, the chat is gonna be gone.

So it's just trying to do that. Um, they will be, the links will be on the PowerPoint, so they're all like in the notes section.

Oh, okay. It's just, it's all fine. I can see it.

So, um, yes. And this notes again, where, where do you say we can find this back in the dissertation? Uh, which one are you talking about? The one, the, the part, the slides.

It will be, um, Dr. Smith will be posting it.

Okay. Because research not Michael Professor Research Methodology group.

Absolutely not. I am not your professor, but I am the one that manages the research methodology group.

And so I post them on the research methodology group teams.

Okay, thank you.

So it's just because my professor had a different name, so I wasn't sure how I would get the material, so thank you.

Yeah, yeah. If you're a member of research methodology group, you will be able to access the, the slides.

Okay. They're on the homepage and they'll be at the bottom because they'll be from the newest presentation.

Okay. Thanks so very much for this valuable information.

Thank you, Dr. Smith.

I'm gonna Update the links.

I'm gonna update those links that weren't working, so don't send the one that I emailed you.

I'll send you a new presentation.

Okay. No worries. All right, Dr. Beck, Any other questions? Um, I just wanted to thank you again for providing the information.

It was very informative.

Um, also the last link you were gonna share, it didn't go through, it just showed up on our screen as that it needed to be sent.

I just wanted you to know that it didn't post in the chat.

Um, was that the research design? No, the one she was saying about chapter five, um, About chapter five.

Yeah. The, She's coming, she's coming back.

Okay. I think I just, I just let her back in.

Yes. I'm sorry. Uh, that's okay. Dr. Baker.

So, um, they're saying the last thing that you posted in the chat didn't come through.

Hmm. What was for chapter five? Was that the research design worksheet? Yes.

Yes. Okay. I, I will, um, I'll put that in the updated PowerPoint and then I'll send you that PowerPoint that everyone have that link to.

Okay, fantastic.

And what I can do is normally when I post these, I just post the PowerPoint and I post the recording, but I will, I have access to the chat so I can go in and post these links as well in the message.

So hopefully that'll make it easier for everyone to access those.

Perfect. Alright everyone, thank you so much. Thank you.

Join me in thanking Dr. Baker for sharing her wisdom and knowledge and we look forward to seeing you at our next, uh, research methodology Group webinar.

Believe it's focused on phenomenology.