

Dissertation– Research Assessment **Key-Signature Assessment**

Context and Overview for Assessment

The dissertation is the culmination of the learning in the students' entire doctoral program and meant to demonstrate their expertise as a scholar and researcher.

Standards Addressed

The Ed.D. Program in Teaching and Learning is comprised of different majors, each of which draws from a different discipline. Connections to content standards occur at the level of major rather than program. This is a program level assessment that assesses the broader goals related to doctoral study that are contained in the NCE Conceptual Framework, Program Level Outcomes, and University Level Outcomes.

Learning Outcome/s Addressed

Program Level Outcomes (PLO):

1. Understanding of relationships with and among authors, texts, and audiences in the form of speech, conversation, writing and enactment
2. Fostering appreciation of different types of knowledge, scholarship and research
3. Gain an advanced level of understanding and skills of collaborative learning and communication
4. Enhance knowledge of professional ethics and responsibilities

The Shared University-Level Outcomes (ULO)

1. Students acquire content and conceptual knowledge
2. Students integrate content and conceptual knowledge into practice
3. Students communicate effectively to others
4. Students assess logically and critically to construct new knowledge
5. Students discern and enact social awareness, self-awareness and respect for human diversity

Directions for Completing the Assessment

The dissertation has two distinct phases; proposal and research. A full description of the dissertation process and requirements can be found in the Doctoral Handbook at <https://www.nl.edu/ncetools/nceintegrateddoctoralprograms/>

Dissertation Proposal Content. The purpose of the dissertation proposal is to present, discuss, and gain approval for a proposed research study. During the period of proposal development, doctoral candidates work closely with their chair(s) and committee members to focus and plan the study. How one designs research varies among research traditions; however, all proposals can clearly: (a) introduce and explain the purpose of the

research and present a rationale for the study; (b) explain how the proposed research fits into a theoretical context and relates conceptually to prior research and literature on the topic; (c) describe and justify the particular research design and methods to be used; and (d) include the references that are cited in the proposal.

After the proposal is approved, the student continues to work extensively with the chair(s) and committee members as he/she conducts research and writes up the findings. The final draft includes any updates and/or revisions to the content that was presented at the proposal, and the additional chapters, which commonly includes results, discussions of the findings, and conclusions and implications.

Criteria and Rubric

Please read over the “Research Evaluation Rubric” carefully to understand the components of scholarly writing and research you should include in your paper. This rubric contains many of the components of the “Scholarly Writing Rubric” used throughout the doctoral program.

PERFORMANCE	Alignment with PLO and ULOs	Missing (0)	Unsatisfactory (1)	Basic (2)	Proficient (3)	Advanced (4)	Comments
Goal(s)	ULO #3 QPR – Scholarly Writing	Required component is missing.	Goals are unclear, or inappropriate for the research.	Some evidence of goals for the research, but not fully developed, logical, or easily discernable.	Conveys clear goal(s) for research.	Conveys clear and compelling goal(s) for research.	
Rationale	ULO #3 QPR – Scholarly Writing	Required component is missing.	Rationale is unclear, or does not establish the significance of the research goals.	Some evidence of an implicit rationale, but it is not adequately developed, or does not sufficiently establish the research goals.	Articulates an explicit rationale that establishes the significance of the research goals.	Articulates an explicit rationale that establishes the significance of the research goals and is strongly supported by evidence.	
Introduction	ULO #3	Required component is missing.	Introduction does not communicate the depth and	Introduction communicates the depth and/or	Introduction communicates and adequately	Introduction communicates and adequately	

	QPR – Scholarly Writing		breadth of the topic.	breadth of the topic but it is not adequately developed.	develops the depth and breadth of the topic.	develops the depth and breadth of the topic in a powerful way.	
Topic Knowledge							
Content Knowledge	ULO#1, PLO#1.2 Content Knowledge II	Required component is missing.	Writing does not reflect an understanding of current (and when appropriate, classic) relevant research, theory, and scholarship.	Writing limited understanding of current (and when appropriate, classic) relevant research, theory, and scholarship.	Writing reflects an understanding of current (and when appropriate, classic) relevant research, theory and scholarship.	Writing reflects an advanced understanding of current (and when appropriate, classic) relevant research, theory and scholarship.	
Connection between sources	ULO#1, PLO#1.2 Content Knowledge II	Required component is missing.	Does not make connections between sources, and to the topic.	Makes some connections between sources, and to the topic.	Consistently makes connections between sources, and to the topic.	Makes strong connections between sources and to the topic through comparison, contrast, critique.	
Distinguishes between different types of literature	ULO#1, PLO#1.2 Pedagogical Knowledge	Required component is missing.	Writing demonstrates limited understanding of the varied scholarly sources	Writing demonstrates some understanding of the varied scholarly sources that are germane to their topic.	Writing demonstrates a good understanding of the varied scholarly sources that	Writing demonstrates an advanced and nuanced understandings of the varied scholarly	

			that are germane to their topic.		are germane to their topic.	sources that are germane to their topic.	
Theoretical perspectives	PLO#1,2 Content Knowledge	Required component is missing.	Shows limited evidence of drawing upon theory appropriate to their topic and mode of analysis.	Shows some evidence of drawing on explicit theoretical perspectives appropriate to their topic and mode of analysis.	Shows evidence of drawing on explicit theoretical perspectives appropriate to their topic and mode of analysis.	Shows persuasive evidence of drawing on explicit theoretical perspectives appropriate to their topic and mode of analysis.	
Acknowledgement of multiple perspectives	PLO#1,2 Pedagogical Knowledge	Required component is missing.	Does not acknowledge multiple perspectives on the topic that are pertinent to the goals of the research.	Some evidence of acknowledgement of multiple perspectives on the topic that are pertinent to the goals of the research.	Acknowledges multiple perspectives on the topic that are pertinent to the goals of the research.	Clearly acknowledges and actively engages with multiple perspectives on the topic that are pertinent to the goals of the research.	
Critical stance	ULO#4, 5 PLO# 1,2 & 4 Diversity	Required component is missing.	Does not question research, theories, and ideas in relation to understanding and respecting diversity.	Demonstrates some questioning of research, theories, and ideas in relationship to issues of diversity.	Use evidence to support thoughtful questioning of research, theories, and ideas in relationship to	Use evidence to form a persuasive argument that questions research, theories, and ideas that are	

					issues of diversity and social justice.	related to issues of diversity and social justice.	
Reflexive stance*	ULO#4, 5 PLO# 1,2 & 4 Diversity	Required component is missing.	Does not demonstrate relevant insight into the impact of one's personal and social identity, and context, on one's assumptions, values and perspectives.	Demonstrates some relevant insight into the impact of one's personal and social identity, and context, on one's assumptions, values and perspectives.	Demonstrates insight into the impact of one's personal and social identity, and context, on one's assumptions, values and perspectives.	Demonstrates deep and complex insight into the impact of one's personal and social identity, and context, on one's assumptions, values and perspectives. Identifies strengths and limitations in one's own thinking.	
Research Methodology							
Theoretical models, frameworks and/or perspectives	PLO#1,2 Content Knowledge	Required component is missing.	Shows limited evidence of drawing upon theoretical models, frameworks and/or perspectives appropriate to	Shows some evidence of drawing on explicit theoretical frameworks and perspectives appropriate to their research and mode of analysis.	Shows evidence of drawing on explicit theoretical frameworks and perspectives appropriate to their research	Shows persuasive evidence of drawing on explicit theoretical frameworks and perspectives appropriate to	

			their research and mode of analysis.		and mode of analysis.	their research and mode of analysis.	
or more students will score and average of 3 or higher on the following indicators: "Ethical engagement in fieldwork," and "Implications"	ULO#2,4 PLO#2,3,4 Fieldwork	Required component is missing.	Methodology is inadequately developed and/or incongruent with goals of the research.	Methodology is partially developed and congruent with the goals of the research.	Methodology is adequately developed and congruent with the goals of the research.	Methodology is exemplary and enhances the goals of the research.	
Data collection methods	ULO#2,5,6 PLO#3 Fieldwork	Required component is missing.	Inappropriate data collection methods.	Appropriate, but inconsistently applied data collection methods.	Consistent use of appropriate methods that yield quality data.	Advanced data collection methods that yield high quality data.	
Data analysis	ULO#2,4 Pedagogical Knowledge	Required component is missing.	Data analysis does not lead to findings that support the purpose of the study and/or does not address the research questions.	Data analysis leads to findings that partially support the purpose of the study and/or partially address the research questions.	Data analysis leads to findings that support the purpose of the study and explicitly address the research questions.	Data analysis leads to important findings that support the purpose of the study and meaningfully address the research questions.	
Ethical engagement in fieldwork	ULO#5,6 PLO#3,4 Impact	n/a	Does not enact ethical guidelines for research.	Enacts some ethical guidelines for research.	Enacts ethical guidelines for research.	Exemplary enactment of ethical guidelines that expands an understanding	

						of ethical engagement, mutuality, and reciprocity with participants.	
Connections	ULO #2 PLO#1 Pedagogical Knowledge	Required component is missing.	Does not describe connections between practice and theory.	Describes some logical connections between practice and theory.	Describes connections between practice and theory.	Thoughtfully describes connections between practice and theory.	
Implications	ULO #2 PLO#1,2,4 Impact	Required component is missing.	Does not suggest implications for policy and/or practice,	Suggests some implications for policy and/or practice.	Suggests meaningful implications for policy and/or practice.	Suggests original and significant implications for policy and/or practice.	
Elements of Scholarly Writing							
Organization	ULO #3 OPR – Scholarly Writing	n/a	Ineffective organization with choppy presentation of ideas..	Some organization but the text does not flow smoothly between ideas.	Effective organization and the text flows smoothly with effective transitions between ideas.	Interesting and/or creative organization of the text that enhances the flow of ideas and strength of the argument.	
Voice	ULO#3	n/a	Inconsistent and/or incoherent	Somewhat consistent and	Consistent and coherent voice	Writer's voice is effectively	

	QPR – Scholarly Writing		voice appropriate to genre and goals of the writing, (e.g. Little differentiation between writer’s ideas and those of the cited authors.)	coherent voice appropriate to genre and goals of the writing, (e.g. There is some differentiation between writer’s ideas and those of the cited authors but at time there are some confusions.)	appropriate to genre and goals of the writing, (e.g. Clear differentiation between writer’s ideas and positions and those of the cited authors.)	present. Well-articulated personal standpoint in relation to the topic. (e.g. Thoughtful engagement between writer’s ideas and positions and those of the cited authors.)	
Language Usage	ULO #3 QPR – Scholarly Writing	n/a	Significant errors in word usage, grammar, spelling and/or sentence structures that interfere with comprehension of the writing.	Some errors in English word usage, grammar, spelling and sentence structures but do not interfere with comprehension of the writing.	Employs appropriate English word usage, grammar, spelling and sentence structures.	Employs interesting and beautiful use of English language, and effective grammar, spelling and sentence structures.	
Formatting	ULO #3 QPR – Scholarly Writing	n/a	Doesn’t follow acceptable formatting style guide.	Inconsistent or partial use of acceptable formatting guide.	With very few errors, follows acceptable formatting style guide.	Consistently follows acceptable formatting style guide.	

Citation	ULO #3 OPR – Scholarly Writing	Required component is missing.	Failure to adequately credit their sources.	Not always credits sources.	Consistently and appropriately cites sources	Consistently and appropriately cites all sources.	
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* Reflexivity is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process. Given the complexity of the concept, this area is assessed holistically.