

Learning, Design, and Technology Ph.D. Program

Department of Educational Psychology and Instructional Technology
College of Education, The University of Georgia

LDT* Doctoral Handbook 2010 – 2011

Prepared by the LDT PhD Management Team

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LDT Faculty

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*Note: As of July 1, 2008, our program changed its name from ‘Instructional Technology’ to ‘Learning, Design, & Technology’ (LDT) to reflect more accurately the goals of the program and directions of the field. However, all degrees will remain listed as ‘Instructional Technology’ for the foreseeable future. Throughout this handbook ‘instructional technology’ will be used to refer to the professional field within which LDT resides.

The Path to Success in Your Doctoral Program



Welcome to the Learning, Design, & Technology Doctoral Program at The University of Georgia

We are glad you have joined our scholarly learning community. The journey you have embarked upon will certainly be challenging, but it has the potential to be one of the most rewarding experiences of your life. We look forward to working with you as you strive to attain your goals regarding the Ph.D. degree and beyond into your professional career.

The information provided in this handbook is for your guidance and reference. Please keep in mind that guidelines and policies change. Every attempt has been made to reflect the most accurate information at this time, but it is likely that another version of the handbook will be created during the coming academic year. You will be notified when or if a new version is created.

Please also note that university and college policies for doctoral studies prevail over departmental policies in any cases of conflict. Perhaps the most important thing is to **consult with your faculty advisor** (also known as your Major Professor or Doctoral Supervisor) before making significant decisions to assure that your choices are in agreement with current procedures or requirements at the departmental, college and/or university level.

Tip: Our PhD program emphasizes participation in ongoing research projects. Hopefully you will perceive many opportunities to work with faculty members and other students in carrying out research, but if you don't, please let your advisor or a member of the Doctoral Management Committee (Professors Spector, Hannafin, , and Choi) know so they can help you get engaged in research.

You will find more useful information related to the Doctoral Program on the LDT Ph.D. program Web site: <http://www.coe.uga.edu/epit/it/> .

You will also find the information on the Graduate School Web site very valuable: <http://www.grad.uga.edu/> .

Some of the important forms you and your advisor will fill out are at: <http://www.uga.edu/gradschool/forms&publications/index.html> .



We suspect this is how you felt when you found out you were admitted to the LDT Ph.D. program.

We hope you are jumping for joy when you complete your doctorate as well.



Preliminary Remarks

As you begin your doctoral studies, you might want to articulate and periodically revisit and revise your perspective about the nature of research and inquiry. Here are a few thoughts to get you started along that path. Research and inquiry begin with a question. There is a difference between having a question and asking a question. It is easy to ask questions – simply reverse subject and verb and put a question mark at the end of a sentence (in written English) or just raise the tone of your voice when making a statement. Is that not how one asks a question? Having a question is harder. To have a question is to be engaged in a search for an answer or possibly for alternative answers. One embarks on such a journey admitting that one does not have or know the answer. There might follow a series of investigations, analysis of data, generation of alternative explanations, followed by reflection and synthesis and a tentative conclusion. In matters of any complexity, conclusions are nearly always tentative. Alternative explanations are nearly always possible, and many as yet uninvestigated alternatives might be quite reasonable. Inquiry begins in a state of not knowing but wanting to understand. Investigation often proceeds on the basis of what others have learned and discovered – of course credit should be given to those who have lighted the way. Inquiry begins with uncertainty. Rarely will all of the initial uncertainty be eliminated – often, one stumbles across new questions. Research in general is about such inquiry processes and associated investigations. Rarely are answers definitive or conclusive. Many times one cannot explore all of the nuances of the situation that gave rise to the initial question. It is legitimate to admit the limitations of one's investigations – indeed, this is expected. It is quite okay to only suggest likely answers to the initial question – indeed, this is expected. Research begins with uncertainty (e.g., “I do not understand why ...”) and proceeds with humility (e.g., “The results I am finding suggest ... but other possibilities exist.”). Research is not value free. The questions that one asks often reflect one's values. Nonetheless, uncertainty and humility are highly regarded values in the research community. What other values might be highly regarded by researchers? Such values may distinguish research from advocacy, although one's research may lead one to advocate for one solution or solution approach over another. Nevertheless, it is desirable to recognize the differences between research and advocacy.

Once one has become occupied with the enterprise of having a question, one embarks on a research journey. Many methods and tools are available. Different questions typically are better explored with a particular methodology and set of research tools. One ought not let the methodology drive one's research. Rather, it is the question that one has that should determine the methods and tools best suited to finding likely explanations and answers. Just because one likes a particular kind of research or is particularly good at one methodology is no reason to adopt that research method when trying to find and evaluate alternative answers to a research question. If you have encountered a phenomenon or situation that you do not understand and cannot explain, or if you want to predict what will probably happen if circumstances are changed in a particular way, then you need to select the methods and tools appropriate to that particular question. So, be on the lookout for things you would like to explain or understand that others have not adequately explained and understood. Then pick the appropriate methods and tools and learn to use them effectively.

Section 1- Your Faculty Advisor and Advisory Committee

Upon admission to the doctoral program, you were assigned to a faculty advisor. We have made every effort to identify a faculty member to serve as your advisor with whom you can pursue your studies and focus your research based upon mutual interests and expertise. Your assigned advisor was selected based on your request as well as the individual faculty member's ability to help support and advise a new doctoral student. However, **anytime** after the first semester (or, preferably, at the time of your first year review), you may decide to seek a different advisor based upon changes in your interests or simply to find someone with whom you may feel more compatible. Your faculty advisor may also request that you seek another advisor based upon a change in research directions or other issues. We hope that our initial assignments will provide good matches, but it is unrealistic to think that there won't be the need for some people to modify these assignments. There is **no stigma** attached to advisor changes because we view them as part of the natural development of your scholarly interests and directions.

In most cases, your faculty advisor will be your major professor who will chair your doctoral advisory committee. Your committee normally consists of 2 faculty from among the LDT faculty and 1 faculty member from either Educational Psychology, another department with the College of Education, or a faculty member from another college or school at UGA. The advisory committee oversees your program of study, comprehensive exams, prospectus, and dissertation. You should select your advisory committee in consultation with your faculty advisor, ideally by the end of your first year, or by the beginning of the second year.



Your dissertation
is approved!

Section 2- Initial Advisement

Following assignment of a faculty advisor, please contact your advisor so that you can begin to plan your course work and begin your research. **Appendix A** is an Advisement Guide that you and your advisor will use in the planning process. Ideally, this initial advisement meeting will take place in person, but if you are a long distance from Athens when registration begins, you can begin the advisement process via email. The role of your faculty advisor during the advisement process is to assure that your course choices meet your needs and interests as well as making sure that they are consistent with the requirements to successfully complete the Ph.D. degree in a timely manner. Most fulltime students complete a Ph.D. in four years, although a few students have done it in only three. Other students have taken longer to complete their doctorates, especially if they have or take on fulltime employment during their studies.

Each student admitted to our doctoral program is unique in terms of educational preparation, interests, and other important factors. Please consult with your faculty advisor to identify any background courses that should be included in your program of study based upon your previous academic work and experience. **Appendix B** provides additional information about the type of background in Learning, Design, and Technology that you will be expected to have or develop.

Tip: We only admit students in the Fall Semester of each academic year. We view the students entering the program as a distinct cohort. Over the years, we have noticed that some of the most successful students in any given cohort take the same courses together, especially those in Statistics or Research Methods. Then, these students form study groups to help each other learn and to prepare for comprehensive exams.



Section 3- Research Mentorship

As a Ph.D. student, one of your primary responsibilities is to develop a high level of research expertise. Serious engagement in research is the primary activity that distinguishes pursuing a Ph.D. from other types of graduate degree programs. To support your growth as a researcher as well as to help you join the scholarly community within the LDT learning community, you will participate in at least three academic hours of research related activities during each of the first four semesters of your doctoral program (excluding summer semesters) including participation in EDIT 8990 each of your first four semesters. The chart below illustrates the courses and activities in which you will be engaged.

Semester	Courses (1 credit hour each)	Activities
Fall, Year 1	EDIT 7460 – LDT Internship EDIT 8990 – LDT Seminar EDIT 9600 – LDT Research	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT/LDT research literature
Spring, Year 1	EDIT 7460 – LDT Internship EDIT 8990 – LDT Seminar EDIT 9600 – LDT Research	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT/LDT research literature
Fall, Year 2	EDIT 7460 – LDT Internship EDIT 8990 – LDT Seminar EDIT 9600 – LDT Research	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT/LDT research literature
Spring, Year 2	EDIT 7460 – LDT Internship EDIT 8990 – LDT Seminar EDIT 9600 – LDT Research	- Collaborate with faculty advisor on research - Participate in the doctoral research seminar - Read IT/LDT research literature

Each of these courses has specific roles and responsibilities associated with it as follows:

EDIT 7460: For this LDT Internship course credit, you will contribute to an on-going research project in collaboration with your faculty advisor. The specifics of this collaboration will be worked out between you and your advisor each semester. Your faculty advisor will be responsible for providing an assessment of your contribution to the research project(s) and will award a grade of either S=Satisfactory or U=Unsatisfactory at the end of each semester. Please note that these internship hours are separate from any external internships that you may undertake during your doctoral program. You are encouraged to do one or more external internships while you are in the program. External internships are usually undertaken during the summer, but they may be done during other semesters as well.

EDIT 8990: For this seminar course credit, you will be an active contributor to the bi-weekly doctoral seminar by reading assigned papers, participating in discussions, and fulfilling specific tasks each of your first four semesters (first two years) in the doctoral program. This seminar will be facilitated by members of the Doctoral Management Committee with one of those faculty members designated as responsible for awarding grades of either S=Satisfactory or U=Unsatisfactory at the end of each semester.

EDIT 9600: For this research course credit, you will do independent readings to immerse yourself in the research literature related to your research interests. Students are expected to maintain an online annotated bibliography of their readings to share with the faculty advisor during and at the end of each semester. Your faculty advisor is responsible for providing an assessment of your progress with respect to the independent readings and will award a grade of either S=Satisfactory or U=Unsatisfactory at the end of each semester.

As a Ph.D. student, you are preparing for a lifetime of scholarship. During your doctoral studies, you should take advantage of the many opportunities you will have to display your scholarship through professional activities such as presenting papers at professional conferences and publishing articles. We have established minimum expectations for your scholarly productivity. Details are described in *Appendix C*. We also encourage you to be active in one or more professional associations and to engage in an appropriate level of scholarly activity within the association. *Appendix D* provides more details about your development as a researcher.

Tip: Although generally, students collaborate on research projects with their faculty advisor during the first two years, you and your advisor may decide that your research interests are better aligned with that of another faculty member. In such cases, you may find that you are doing your research internship and directed readings with a faculty member other than your Faculty Advisor. This is fine as long as everyone agrees to the arrangement.



Keep careful notes about your reading using a program such as EndNote. Keep multiple backups of all your files.

Section 4- First Year Review

The first year review is an opportunity for you to receive personalized and collective counsel from all the Learning, Design, and Technology faculty members. Although that may sound intimidating at first, this type of collegial review is a core component of the scholarly community we are continuously building in this program. *Appendix E* provides additional details about the components and procedures for the First Year Review.

As an LDT Ph.D. student, you are encouraged to begin building your First Year Review dossier as soon as possible. This will be a Web-based dossier. Examples will be reviewed in the Fall Semester as part of the EDIT 8990 Doctoral Seminar. You and your faculty advisor should regularly consult on the evolution of your professional dossier. Your Web-based dossier will also enable you to share drafts of your prospectus and dissertation chapters with your advisor and other members of your committee as needed. This will assist on multiple levels because eventually your dissertation itself will be filed electronically, as described at this web site: <http://www.uga.edu/gradschool/academics/thesis.html>.

Section 5- Your Doctoral Advisement Committee

By the end of your first year, or during the first semester of year two, you will submit an application to the Graduate School for approval of your advisory committee. *Exhibit 1* shows the form you will complete and send to the Graduate School with the required signatures.

Your advisory committee will normally consist of your faculty advisor (also referred to as your major professor or the Chair of your committee), and at least two additional members (you may opt to have a 4 member committee if you and your advisor agree on this). Your major professor and at least two other members must be members of the Graduate Faculty. Two members must be from within the Learning, Design, and Technology program, and one member must be from outside the program. External faculty members are often chosen from your cognate area (e.g., Adult Education or Educational Psychology) or they may be selected because of special expertise as a methodologist or content expert.



My doctoral committee...
I'd better give this some
careful thought...I'll ask
more advanced students

Section 6 - Your Final Doctoral Program of Study

A Program of Study lists all of the required and elective coursework that you will complete during your doctoral program. A draft program of study is typically reviewed at the first meeting of your doctoral committee. Your final Program of Study should be submitted to the Graduate School by the end of your fourth semester of study. At the latest, it must be submitted prior to application for Admission to Candidacy. **Exhibit 2** is a Program of Study form. The Program of Study should be discussed with your advisor and approved by the whole committee and then approved at the Educational Psychology and Instructional Technology (EPIT) and Graduate School levels. The Program of Study must meet the core course requirements (as described earlier). However, prior course work and other experiences may be substituted if appropriate. All members of your doctoral advisory committee must sign the Program of Study form. The LDT program has specific research skill requirements that must be met as part of the Program of Study (see **Appendices A, B, and D** for more details). As with all of the department, college and university requirements for the doctoral degree, you are personally responsible for determining that you have completed and properly documented those requirements.



Yes...my Program of Study is approved.

After approval changes, but committee, the School. **Exhibit 3** is a copy of the form used to report a change in your program of study to the Graduate School.

of the Final Program of Study, you can still make program changes must be approved by the advisory EPIT Graduate Coordinator, and the Graduate

Changes in the advisory committee membership can be initiated by the student at any time through the Faculty Advisor and Graduate Coordinator. **Please keep in mind** that although you may wish to complete major doctoral events (such as defending your dissertation) during the summer, some faculty members may not be here during that time. Most LDT faculty are on academic contracts that only last through the fall and spring semesters.

Section 7 – Expected Time in the Program

You will most likely complete the formal course work specified in your program of study during the first two or three years of the doctoral program. However, there is some variance in the rates at which people complete doctoral degrees, ranging between three and five years or more.

In addition to formal course work, some doctoral students participate in internships, independent study and course audits to gain additional knowledge and skills. We want you to complete the program according to the pace most appropriate to your professional development, and we do not expect everyone to be the same in this regard. Doctoral study is a unique privilege and we hope you enjoy the journey as much as the accomplishment. We are all here to help you.

Section 8 – Written Comprehensive Exams

All doctoral students must pass formal written and oral exams before admission to candidacy. The advisory committee administers these exams. *Appendix F* illustrates a typical format for these exams. Procedures are usually established at the first meeting with your doctoral committee.

You and your faculty advisor should schedule your comprehensive exams when the majority of the course work for the degree is complete. You must be registered for at least 3 credit hours during the semester you take your exams.

Written comprehensive exams usually take four to eight weeks to complete. The exams are assessed according to procedures agreed upon by your advisory committee.



Who knew that writing
comprehensives exams
could be this much fun?

Section 9 – Oral Comprehensive Exam

Your oral comprehensive exam is scheduled after your advisory committee has assessed your written exams and determined that they are ready to be defended. The oral exam lasts about two hours and covers the topics from the written examination and any other topics from your field of study.

You must be registered during the semester in which the oral comprehensive exam is taken. Your faculty advisor must notify the Graduate School of the time and place of the oral examination **at least 2 weeks** prior to the selected date. The oral exam is open to **all** members of the university community (faculty and students).

Each member of the advisory committee casts a vote of pass or fail on **both** the written and oral portion of the exams. To pass the written exams, no more than one negative vote can be received.

The same goes for the oral exam. The results of the comprehensive exams should be reported to the Graduate School **within 2 weeks** following the oral exam.

Section 10 – Approval of Dissertation Prospectus

Your dissertation prospectus is a formal proposal to conduct your doctoral research project. Undoubtedly, you will prepare several drafts of your prospectus and revise it based upon feedback from your faculty advisor, other faculty, and other students.

Once your advisor has signed off on your prospectus, you will submit it to the rest of your committee members. They should have three weeks to review it before an oral defense of the prospectus is held. The dissertation prospectus defense can only occur after successful completion of the comprehensive exams, both written and oral.

For approval of the dissertation prospectus, there can be no more than one negative vote from your committee members.

For research involving human participants, approval from the Institutional Review Board (IRB) is required prior to collecting any data. *Exhibit 4* is a copy of the form that must be submitted to the IRB. See <http://www.ovpr.uga.edu/forms/index.html> for more information.

Section 11 – Admission to Candidacy

Admission to Candidacy represents a public declaration that you have been cleared to complete your doctorate. Before Admission to Candidacy is filed, your final Program of Study must be approved, your written and oral comprehensive exams must have been passed, your research prospectus must be accepted, and all research course requirements must be completed. *Exhibit 5* is a copy of the form you and your faculty advisor will submit to the Graduate School to apply for Admission to Candidacy.

You must be admitted to candidacy at least two semesters before the date of your graduation. Submit the graduation form no later than the beginning of the semester in which you will graduate (http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html). You must register for 3 semester hours of research credit and register for EDIT 9300 during your last semester in the program.



Wow...I can see the finish line from here!

Section 12 – Writing the Dissertation

As with the prospectus, you will prepare several drafts of your dissertation for review by your faculty advisor. Your committee will have very high standards to the quality of your research and the quality of your writing. Clarity, coherence and conciseness will be heavily weighted in the dissertation just as they would in a refereed journal article – it is not the length of the dissertation that matters – it is the quality of the research and how it is described that is important. For non-native English speakers, it is often helpful to recruit a reliable and diligent native speaker to proofread drafts of your dissertation to ensure that the quality of your writing is consistently high. As with all academic writing, you must cite sources and give appropriate credit to those upon whom your research builds.

Dissertations can take many different formats. Some are written in a traditional five chapter style. Chapter One will include an introduction and rationale for the study as well as the research questions and other introductory components. Chapter Two will report a comprehensive literature review showing how the study is informed by previous research, and may also include a theoretical framework. (EDIT 9630 – “Critique of Literature in Instructional Technology” is a course that helps you learn to prepare the best possible literature review.) Chapter Three provides the details of the methodology (in some cases, the first three chapters are essentially the same as the prospectus). Chapter Four presents the results of the research; it is often the longest chapter. Chapter Five includes a thorough discussion of the significance and implications of the research findings. It also usually includes recommendations for application of the results as well as recommendations for further research.

Another popular format for dissertations is the research paper format. This type of dissertation will typically include four or five published or publishable papers. The first chapter might present the theoretical framework for your research agenda. Another chapter could be a literature review. One or two papers would report the actual research completed and serve as additional chapters. A last chapter is often targeted at practitioners and presents a reflective synthesis including the implications and recommendations stemming from your research.

There are other formats for dissertations. You, your advisor, and your committee will decide upon the most appropriate format for your research.

Section 13 – Final Oral Defense of Dissertation

After your major professor approves the dissertation for defense, you will provide copies to the remaining advisory committee members for review. **The committee members must have the complete dissertation at least 3 weeks before the scheduled date of defense.**

The Graduate School must be notified of the time and place of the dissertation defense **at least 2 weeks** before the scheduled date.

You must register for **at least 3 semester hours** of graduate credit during the term you have your final oral defense.

The members of your advisory committee first vote to accept or not accept the written dissertation. There can be no more than one negative vote for the dissertation to pass. Next, all committee members must participate in the oral defense meeting. Here again, there can be no more than one negative vote. Your faculty advisor must report the results of the defense to the Graduate School at least one week prior to graduation. *Exhibit 6* is a copy of the Approval Form for the Dissertation and the Defense. The Oral Defense is open to **all** members of the university community, faculty and students.

Section 14 – Completion of Dissertation Documentation

After the advisory committee approves the dissertation, it must be submitted to the Graduate School. See the Graduate School website at <http://www.gradsch.uga.edu/> for deadlines and other important dates for each semester. *Exhibit 7* is a copy of the Electronic Thesis and Dissertation (ETD) Submission Approval form.

All dissertations must be submitted in digital form. The requirements sometimes change so check this website for updates: <http://www.uga.edu/gradschool/academics/thesis.html> .

Section 15 – Graduation

All requirements for the degree, except the dissertation and final oral examination, must be completed within a period of six years. This time requirement dates from the first registration for graduate courses on a student's program of study. A candidate for a doctoral degree who fails to complete **all degree requirements within five years** after passing the comprehensive examination and being admitted to candidacy will be required to take the comprehensive examinations again and apply to be admitted to candidacy a second time.

An application for graduation must be filed with the Graduate School **no later than the beginning of the semester in which you will graduate**. Application for graduation is applied for online at: <http://www.gradsch.uga.edu:5080/forms/newgradms.htm>

Section 16 – Next Steps

After graduation, your day-to-day relationship with us will have ended. But your graduation from The University of Georgia is only the beginning of a long – and we hope fulfilling – journey as a productive scholar and outstanding teacher or professional practitioner of Learning, Design, and Technology. No matter where your journey may take you, we will be here to help you as you continue growing as a professional in the field. Please be sure to keep in touch and to let us know how we can assist in your career. We wish you every success!



Tip: The relationships you establish with your peers in the Ph.D. program are usually ones you will treasure for a lifetime. A great way to build these relationships is to participate fully in social and service activities through student associations such as GREPIT (<http://www.uga.edu/grepit/>) and ITSA (<http://it.coe.uga.edu/itsa/>).

Appendix A

Ph.D. in Learning, Design, and Technology Advisement Guide

Name _____ UGA_ID# _____ Advisor: _____

Required LDT Courses

Hrs Semester Taken

EDIT 7460 Internship in Instructional Technology	4	Fall__ Spring__ Fall__ Spring__
EDIT 8990 Doctoral Seminar	4	Fall__ Spring__ Fall__ Spring__
EDIT 9600 Educational Research in Instructional Technology	4	Fall__ Spring__ Fall__ Spring__
EDIT 9990 Doctoral Topical Seminar I	3	Fall__ Spring__
EDIT 9990 Doctoral Topical Seminar II	3	Fall__ Spring__
EDIT 9000 Doctoral Research (Taken when conducting dissertation research. More hours can be taken if needed.)	9	Fall__ Spring__ Summer__
EDIT 9300 Doctoral Dissertation (Taken in the semester in which the candidate expects to defend his/her dissertation.)	3	Fall__ Spring__ Summer__

Subtotal 30

Required Research Methods Courses

Hrs Semester Taken

QUAL 8400 Qualitative Research Traditions	3	Fall__ Spring__ Summer__
ERSH 8310 Applied Analysis of Variance Methods in Ed. Prerequisite: ERSH 6300 or equivalent	3	Fall__ Spring__ Summer__
ERSH 8320 Applied Correlation & Regression Methods or QUAL 8410 Designing Qualitative Research	3	Fall__ Spring__ Summer__
ERSH _____ or QUAL _____ (This fourth methods course is chosen in consultation with the committee.)	3	Fall__ Spring__ Summer__

Subtotal 12

Cognate Courses

Hrs Semester Taken

	3	Fall__ Spring__ Summer__
	3	Fall__ Spring__ Summer__
	3	Fall__ Spring__ Summer__

Subtotal 9

Elective Courses

Hrs Semester Taken

EDIT 9630 Critique of Research Literature in IT (Strongly Recommended)	3	Fall__ Spring__ Summer__
	3	Fall__ Spring__ Summer__
	3	Fall__ Spring__ Summer__

Subtotal 9

Notes: (See Graduate Bulletin for more information: <http://www.uga.edu/gradschool/bulletin/> .)

- **Residency requirement:** At least two consecutive semesters of full-time work including enrollment of a minimum of 30 hours of consecutive course work on the program of study. LDT students usually spend 3-4 years in residency.
- **Advisor (1) and committee (3):** Should be identified by the end of the first year of full-time study; at least 1 committee member must be from outside the LDT Program.
- **Program of Study** must be filed at end of the first year of study. This first draft can be updated as changes occur during the course of your studies.
- **Admission to Candidacy:** This requires passing written and oral comprehensive examination and submitting an approved dissertation prospectus; time limit is 6 years from admission to program.
- Candidate must be admitted to candidacy at least two semesters before the date of graduation; time limit to complete degree once admitted to candidacy is 5 years.
- Student must **apply for graduation** no later than Friday of the first full week of classes two semesters prior to the anticipated graduation date.
- Students must be registered for a minimum of three credit hours the semester in which they complete all degree requirements.

Appendix B

Learning, Design, and Technology Background and Cognate

LDT BACKGROUND: Individuals entering the LDT program have diverse interests and backgrounds and will be preparing for placement in a variety of different settings. Many students will have completed a Master's degree in either educational media, instructional technology or a related area (e.g., instructional design and development, school media, materials production, information science, computer science, graphic design, library science) before entering the program. Those not having such a background will need to complete additional course work to establish such a background. This coursework will enable graduates of the LDT Ph.D. program to function in a variety of different roles and settings. Examples include positions in higher education, K-12 education, business, industry, and government. The roles in these settings might be as instructor, researcher, training consultant, manager, designer, developer, or coordinator. The core and electives set of Learning, Design, and Technology courses required of all doctoral candidates assume significant prior study in an LDT area at the master's level. If you have not completed a master's degree in areas related to learning, design, and technology, you will need to complete the following courses in addition to the requirements of the LDT Ph.D.:

- EDIT 6100: Introduction to Instructional Technology
- EDIT 6170: Instructional Design
- EDIT 6190: Design and Development Tools

Note: You and your advisor/committee may decide other classes are more relevant based on your background. This decision will be made on an individual basis as needed.

COGNATE: A minimum of at least 9 graduate semester hours must be taken in a cognate area outside of LDT per se. The cognate area chosen will depend on the student's professional goals. Selection of courses within the cognate area is guided by your advisory committee. Cognate areas such as the following are among the possibilities:

- Educational psychology
- Higher education
- Adult education
- Psychology
- Human Resource Development
- Business administration/management

Appendix C

Scholarly Productivity

Evidence of contribution to scholarship is an expectation of every professional in academe. Scholarly publications and presentations are two activities that can help you meet this expectation and also assist you in your continued professional growth. This is important regardless of whether you intend to pursue a career in academe or not. Hence, each doctoral student in the LDT program must complete a publication and presentation requirement prior to graduation. This requirement must be met by the publication of an article in a refereed journal in an LDT field (e.g., *ETR&D*, *Journal of the Learning Sciences*, *Performance Improvement Quarterly*, *School Media Research*) or a related field (e.g., *Journal of Computing in Higher Education*, *Journal of Teacher Education*, *Adult Education Quarterly*) **and** by giving a presentation at a recognized professional conference (e.g., AECT, AERA, EERA, ED-MEDIA, E-Learn). Co-authored papers and presentations are acceptable; however, the student must be the first author. Always get the approval of co-authors and co-presenters with regard to content and order of authorship prior to submitting your work to a journal or conference.

For articles, the requirement will be met when one of the following occurs:

1. the manuscript has been accepted for publication, or
2. the student submits feedback received from reviewers, along with a revised manuscript to the LDT review committee.

For conference presentations, the proposal must contain at least preliminary data from a study to be eligible for meeting the requirement. Papers may be presented at a concurrent session, a round table or poster session at a conference to be eligible. The conference proposal must be accepted and the presentation and/or paper for the conference prepared in order to meet the requirement. In both cases, the student must submit the acceptance letter and final manuscript or presentation to his/her doctoral committee members prior to the final dissertation defense meeting, although in most cases this requirement will be met earlier in the program. The requirement will be complete when the committee signs off on the publication requirement.

The student is responsible for obtaining approval of the journal and conference from her/his Major Advisor. Students are expected to get approval prior to submission of the manuscript or conference proposal. In cases where the time lag between submission of the manuscript to a journal or conference and notification of the outcome would unreasonably delay a student's progress, an ad hoc committee of three (3) LDT faculty may review the manuscript and/or conference proposal. Review guidelines will be established by the committee and provided to the student in advance. A majority vote by this committee to accept the manuscript and/or proposal will permit the student to proceed with the dissertation defense.

Appendix D

Your Development as a Researcher in the LDT Ph.D. Program

Note: This is a working document produced by the LDT Doctoral Program Management Committee.

The LDT program's research experience does not start and end with isolated courses and sequences, but is viewed as more systemically linked with both formal and informal opportunities and experiences and more pervasively manifested in what faculty and students say, do, and think. We embrace a developmental approach to honing research perspectives and tools. At UGA, one of the primary goals is to prepare individuals able to not only meet today's needs for awareness about current research and theory, but to nurture research leaders with the determination, perspective and capability to lead tomorrow. In short, our graduates must be both well-informed consumers of the research and theory that guides learning, design, and technology, and capable of and committed to shaping the knowledge base of these evolving fields of study and practice.

How do we support doctoral students in meeting these goals? By providing a variety of opportunities to do research and related activities throughout the program. Becoming a researcher involves more than simply collecting formal knowledge and skills through courses. It involves developing analytical perspectives, understanding the synergy between research and theory, knowing how to identify important problems and the methods to study them, and the like. It involves a fundamental shift in personal and professional attitudes and goals from being principally a consumer of others' theory and research to being an interpreter, analyzer, *and* producer of original scholarship. These types of higher order skills demand careful attention during formal coursework, but they require more. Research skills, like other skills, require time to develop, many opportunities to both observe and participate, and a culture in which the influence of research is pervasive. In this appendix, we attempt to identify milestones in the developmental progression of research competence, and to highlight how all members of our research community can contribute in varied ways to this and other program goals.

The information that follows is intended to clarify some ways we hope to enhance the research components of the LDT program. Hopefully, this information will stimulate further discussion about our overall program goals, the role of research (student and faculty) within the program, and ways we might strengthen our research emphasis. We welcome your feedback concerning this and other documents in the Doctoral Student Handbook.

I. Clarify and Elevate Expectations

- We want to foster sustained scholarship for all doctoral students for their development as researchers. Research is not what a student does after courses are completed!
- Students will have opportunities to collaborate with faculty and other students in research beginning their first semester and throughout the program.
- Students are expected to publish or submit for publication work prior to the end of the degree program.
- Students are expected to publish the results of their dissertation research.
- Students are expected to present and participate at national conferences.
- Our graduates will be responsible for sustaining/contributing to the LDT knowledge base throughout their professional careers.

II. Sequence of Formal Coursework—Seminar and Others

Year 1: Orientation to LDT research; begin to refine interests

- Enrolled as novice researchers in EDIT 7460, EDIT 8990, EDIT 9600 for both first year semesters; research methods courses (quantitative and qualitative; data analysis/statistics course(s), etc.)
- Learning about research (what is it, how is it conceptualized, basic vs. applied research problems, ways of studying, ethics in research, etc.)
- Learning about researchers (primary researchers/theorists who influence LDT, who are they, where do they come from, how did their interests evolve, etc)
- Understanding the role of theory (philosophy of science, research ethics, disciplined inquiry, how does theory interplay with research, how theory-rooted perspectives are developed, how theory influences research and visa versa, how hypotheses are formed, when hypotheses are appropriate, etc.)
- Understanding the contexts of research (where are research problems seen in everyday practice of LDT, how much of our practice is driven by lore vs. theory, how much tacit theory is evident in our field, etc.)
- Understanding research methods (how research frameworks evolve, how problems are defined, what methods do research problems suggest, what data can/should be generated to address the problem(s) posed, etc.)

Year 2: Refine interests, conduct initial research

- Enrolled as more “seasoned” researchers and resources for first-year students in EDIT 7560, EDIT 8990, EDIT 9600 for both first year semesters; additional research courses as needed including advanced methods/analysis course, etc.
- Observing and participating in research studies (what does research look like, how do the pieces come together in practice)
- Connecting research with individual interests (how do research interests crystallize, how do they evolve, what area(s) are of particular interest, etc.)
- Collaborating in research (what are the individual’s strengths and weaknesses as a researcher, how can collaboration complement or augment the strengths of an individual researcher, how are research processes and activities coordinated, how are roles and responsibilities (and rewards) determined, etc.)

Years 3, 4 +: Conduct further research; complete dissertation

- Enroll in additional selected methods/analysis courses; dissertation hours
- Conceptualizing and conducting independent research (problem definition and framing, research methods, materials development, field testing, pilot studies, validating procedures and instruments, implementing, analyzing, reporting, etc.)
- Generating products of research (journal articles, dissertations, conference papers, monographs, etc.)
- Becoming a lifelong researcher (contributing to/shaping the future of LDT, mentoring, establishing networks, academic research context, action research context, etc.)

III. Programmatic steps

- Increase emphasis on research/scholarly aspects across courses
- Elevate the expectations for course papers by identifying scholarly/professional periodicals as target journals for the papers and submitting them, individually or collaboratively, for publication
- Plan an annual presentation of research (as well as goals and accomplishments) by LDT faculty and students, with considerable program faculty attention and interest
- Set program goals toward garnering recognition/awards for scholarship
- Encourage dissertations produced or re-formatted in journal-ready form
- Dissertation completed when successfully defended/edited AND journal version submitted for publication
- Faculty editorship of at least one leading journal in the field
- Faculty/student leadership positions in national organizations
- Establish web-based resource for research info, guidance, approaches

IV. Increase sustained mentoring/apprenticeships

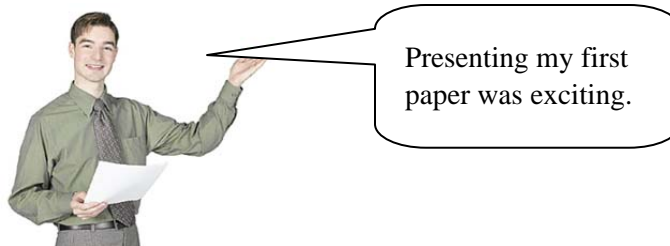
- Student and faculty engagement in study groups
- Involve students in the ongoing research of program faculty and other students beginning first semester of year one
- Side-by-side involvement with faculty and other grad students in conceptualizing, designing, developing, implementing, analyzing, writing, presenting, and publishing
- Shift role of 3rd year students to that of peer research mentor (with faculty member) for 1st and 2nd year students

V. Optimize the value of informal experiences

- Brown bags
- Outside speakers
- Social events
- Coffee room discussions
- Research study groups among faculty and students

VI. Milestones and Impact

- Critical analysis paper by end of Year 1 (2nd semester)
- Identify research advisor by end of Year 1 (2nd semester)
- First cut on proposed dissertation by end of Year 2
- Publish (or have in press) scholarship related to research interests
- Attend and present research at a minimum of 1 national conference
- Submit ongoing research and dissertation for publication



Appendix E

Components and Procedures for the Doctoral First Year Review

Purpose

The Doctoral First Year Review is a major event for doctoral students in Learning, Design, and Technology (LDT) at the University of Georgia (UGA). The first year review is an opportunity for doctoral students to receive personalized, collective counsel from the LDT faculty. This review is primarily formative in the sense that it is intended to help students enhance their learning experience and guide their progress in the doctoral program. It is also intended to provide an opportunity for students to give feedback about the doctoral program so that it can be improved for them as well as for future generations of students. There is also a summative aspect to the review in the sense that students are given a recommendation regarding their continuation in the program.

Review Dossier

To enable the doctoral first year review process, doctoral students present an initial record of progress (i.e., the First Year Review Dossier) to the LDT faculty for their assessment. The student, in consultation with her or his faculty advisor, determines the specific content of the materials submitted for first year review. First year review dossiers are web-based for easy sharing and review. Students are encouraged to limit the content of the review to: 1) data and documents that clearly indicate professional growth since matriculating at UGA, and 2) plans for further professional development.

Components of the Review Dossier

The first year review is a compilation of web-based documents, and other information about the student that represents their potential to complete the doctoral program in Learning, Design, and Technology. The first year review will normally occur during the first spring semester after matriculation. The layout and design of the web-based dossier is totally up to the individual student, but the primary components should include:

- Professional Development Statement
- Career Goals Description
- Curriculum Vitae
- Samples of Work
- Doctoral Research Ideas
- Draft Program of Study
- Program Assessment
- Self-assessment

Professional Development Statement

A professional development statement is part of the Doctoral First Year Review dossier. The statement should include activities performed since the student began the doctoral program as well as activities in progress, and those planned to be undertaken by the student. Activities prior

to entering the program cannot be included in the professional development statement, but should be included as part of the student's curriculum vitae. The Professional Development Statement should reflect the current goals and objectives of the student with respect to the LDT doctoral program at the University of Georgia. An update of the content from the Goals Statement used for the Ph.D. program application is acceptable. Possible ideas for the Professional Development Statement are indicated in the section of this document titled: *Sample Professional Development Activities* [suggested length is between 1,000 – 2,000 words but may vary depending guidance from your doctoral advisor].

Career Goals Description

The student's career goals can be described in general. In addition, the student should identify three sample published positions of the type the student intends to seek, such as from *The Chronicle of Higher Education*, or from other electronic databases of positions available.

Curriculum Vitae

The student's Curriculum Vitae should include the following categories:

- Contact Information
- Education History
- Employment Record
- Publications
- Presentations
- Service
- Awards and Recognition

Samples of Work

Samples of Work should include, but are not limited to:

- Course papers (with instructor comments if available)
- Proposals of independent research, collaborative efforts with peers and/or faculty
- Samples of papers, and projects you authored; or pending proposals
- Web sites or other materials relevant to professional development

Doctoral Research Ideas

The statement of Doctoral Research Ideas should indicate the student's early thinking about a research problem worthy of investigating. The preliminary research ideas should identify a domain of knowledge, the goals of the research agenda, and a statement that explains the importance of the possible research. A list of preliminary research questions should be included in this section. Any data collection methods mentioned in this section should correspond to the nature of the research questions under consideration [suggested length is 2-5 pages or longer depending on guidance from your advisor, carefully adhering to current APA guidelines].

Draft Program of Study

The Draft Program of Study should be in the form of a timetable that indicates *Required* courses and *Cognate Area* courses. The Draft Program of Study should identify:

1. Courses that the student has already completed

2. Courses in which the student is currently enrolled
3. Courses planned for the next academic year
4. The term in which each course was or is to be completed
5. The term being considered for the Comprehensive Examination

Program Assessment

The program assessment component provides an opportunity to express the ways in which the LDT program has met his or her expectations. The program assessment also provides an opportunity for the student to recommend ways LDT can facilitate the learning experiences as well as the general professional and social environments [500 – 2000 words].

Self Assessment

The Self-assessment should be the student's reflection of how he or she is performing in the initial stage of the doctoral program. The self-assessment should be considered as a first person narrative about how the expectations of the student compare to the expectations of the faculty. There should be a rationale of how anticipated electives and cognate courses match academic desires and requirements. The Self-assessment should indicate the name of the student's major advisor [approximately 500 words].

Procedures

1. Submit First Year Review Dossier

First year review dossiers are submitted to the entire LDT faculty electronically via a Web site. Each faculty member will review each student's dossier and inform the student's advisor of his or her assessment. The LDT faculty will meet as a group beforehand to decide on an overall recommendation prior to the Review Meeting with the student. Initially, the LDT faculty members make individual recommendations about the student's progress to date, and then the overall recommendation to the student results from faculty consensus. The LDT faculty will make one of three recommendations based on first-year student performance:

a. Recommend student continue doctoral program.

The LDT faculty will provide a summary of activities for how the student can continue to strengthen her or his preparation for their respective career quest.

b. Recommend student conditionally continue doctoral program.

The LDT faculty will suggest specific aspects that should be improved. The student may need to submit additional data based on the advice of the faculty. Specific conditions will be established uniquely for the student indicating how and when the conditions for continuing in the doctoral program are satisfied.

c. Recommend student not continue doctoral program.

The LDT faculty will suggest alternatives to continuing the doctoral program in Learning, Design, and Technology.

2. Attend Annual First Year Review Meeting

The advisor will inform the student of the LDT faculty recommendation prior to the scheduled first year review meeting. Doctoral students will meet individually with the entire LDT faculty to review their recommendation. The LDT faculty will conduct first year reviews once each spring semester. The date(s) for the first year review meetings will be announced during the fall semester. All first year doctoral students are expected to attend a first year review meeting. Questions regarding the Doctoral First Year Review process should be directed to the student's advisor.

Sample Professional Development Activities

The doctoral student experience is marked by intense attention to course work, research, projects, and active participation in academic life. Professional development is a period of socialization into the values and norms of academe, and provides an opportunity to acquire and share knowledge and applications. There should be a common core of intellectual and professional preparation regardless of the student's career path. Students should identify all activities they feel meet the spirit of doctoral preparation, and to confer with other students and faculty about possible relevant activities. The activities listed on the following page are intended to serve only as a guide.



General Participation

- serve as a research participant
- attend professional colloquia and seminars
- attend state, regional, and national professional meetings
- attend relevant professional presentations on campus
- host visitors to campus
- present a seminar or workshop
- participate in a professional seminar
- observe colleagues in another program
- participate in a study group or professional network
- initiate and lead a seminar with faculty participation
- serve as a member of a professional organization
- serve as an officer within a professional organization

Research

- conduct collaborative research with student
- conduct collaborative research with faculty
- work as a research assistant
- critique a colleague's research article draft
- develop a grant proposal
- produce a working paper for discussion
- [co-] author a scholarly paper
- [co-] author a news article or book review
- [co-] author a professional issue paper
- present a paper at a state or regional professional conference
- present at a prominent conference

Service

- edit a professional or graduate newsletter
- serve in a graduate student organization
- serve on a LDT or dept. committee
- serve on a college or university committee
- serve in a professional organization
- organize a professional conference
- serve as chair or discussant at a professional meeting
- serve as a journal field reviewer
- organize an invited speaker session
- organize an LDT student orientation
- organize study groups, seminars, forums, and lectures

Teaching

- work as a teaching assistant
- teach a course
- guest lecture in a course
- tutor student colleagues
- develop course instructional materials
- develop instructional evaluation materials
- supervise an examination
- prepare instructional aids
- serve as a mentor for students new to the program
- serve as a training instructor or facilitator

Development, Consultation, & Project Management

- serve as a project [associate] director
- participate in a consultation activity
- prepare a consultation report for a client
- develop instructional products and applications
- develop a worldwide Web resource
- participate as a planner or instructional designer
- participate as an evaluator on a project
- serve as a formative evaluation or field-test participant
- serve as an intern

Appendix F

Comprehensive Exam Formats

There are several different approaches to writing your comprehensive exams. Both the time format (e.g., 4 hours proctored exam versus 4 or 8 week take-home exam) and the topics covered will vary from student to student depending on factors such as preferred assessment style to professional development needs. The actual time format and topics for your exams will be defined in close consultation with your faculty advisor and your doctoral committee.

One frequently used time format is described in the Memo presented on the next two pages. This format requires you to respond to questions in four different areas within a span of time ranging between four and eight weeks. This format also includes guidelines for the length of exams (e.g., 15 pages per question).

For students more comfortable with traditional assessment methods, another possible time format would require you to sit for written exams in a proctored testing mode. In this case, you would also take exams related to four different areas, but these would be given as written exams lasting four to five hours each. The exams could be scheduled in a variety of ways, e.g., four consecutive days or one exam per week over a four week period.

The actual topics or question areas for your exams can vary as well. One possible topical format used in the Memo presented on the next two pages is:

1. Foundations
2. Theory
3. Practice
4. Methodology

Another set of topics would be:

1. LDT Foundation Knowledge Base (selected from a predefined body of knowledge defined by the LDT Faculty as a whole)
2. Specialization LDT Knowledge Base (selected from a predefined body of knowledge defined by a subset of LDT Faculty)
3. Research Knowledge Base (defined by faculty advisor and student)
4. Dissertation Knowledge Base (defined by student, in consultation with committee, representing the specific knowledge base for the student's dissertation)

The above should not be taken as the only ways comprehensive exams can be completed. You, your advisor and your committee members may create different time formats and topical coverage.

Learning, Design, & Technology Memorandum

DATE: December 3, 2008
TO: Doctoral Student name here
FROM: LDT Major Professor(s) name here
RE: Doctoral Comprehensive Examination
CC: Doctoral Committee Members names here

Attached are the four questions comprising your doctoral qualifying examination. Your committee has attempted to craft questions that both reflect your scholarly interests, as expressed in face-to-face meetings and electronic exchanges with you, and require a high enough level of scholarship to ensure that the exam will be a useful and challenging learning experience. Additionally, these questions are intended to help you prepare to write your dissertation prospectus.

Although we do not wish to stifle your creativity or over-direct your responses, the following guidelines are provided so that the examination does not become too onerous or unnecessarily complex:

- Each question area (foundations, theory, practice, and methodology) should be addressed in a separate coherent, narrative response, but you may refer the reader of one response to a relevant section of another response. The order of the responses is entirely up to you.
- The overall exam should be no longer than 60 double-spaced pages in length, although you should not feel compelled to write 60 pages exactly. Some number between 50 and 60 pages is normal. In terms of the individual responses, they can average around 10-15 pages in length, but this can vary. For example, one response might be 20 pages and another 10.
- Prepare one integrated bibliography of the references for the entire examination using APA style. **References pages do not count in the overall maximum of 60 pages of your responses.**
- The entire examination should be paginated as one continuous document using a binding system that permits easy page turning and reading, e.g., three-ring or spiral binding. The use of headers and other layout strategies to guide the reader is appropriate. Figures and tables are encouraged wherever they help you in communicating your responses.
- Feel free to use any learning resources that you deem appropriate, including print materials, Internet resources, and even interviews with experts. Any human resources you contact concerning the exam should be acknowledged in a “Notes” section. Although you can request clarification concerning the nature of the questions or the procedures for the examination, you should not share drafts of your written responses

with me, other members of your committee, or anyone else. In short, the written product should be yours and yours alone. Prior to the submission of the examination, no one else should critique either draft or final written responses with respect to the substance of the examination. However, you may request another person to proofread your document for grammar and English editing, but not for content.

According to the schedule we discussed, you will receive this examination on Monday, December 3, 2008, and you will provide each member of your committee with a copy of your responses on Monday, February 4, 2009. After a two-week reading period, we'll poll the other members of the committee for a pass/fail vote on the written part of the examination. If the written examination is deemed satisfactory, an oral examination will be scheduled at the end of the month of February or beginning of the month of March 2009. In the event that one or more committee members requires that you modify or extend your written examination, you will be given detailed guidance about how to proceed, and the oral exam will be postponed until all committee members are satisfied with the written portion of the examination.

During the oral exam, the committee members will ask you questions about your responses, requesting that you elaborate or clarify them as necessary. Questions may also extend into areas related to your research ideas and the development of your dissertation prospectus. At the end of this oral examination period, you will be asked to leave the room while the committee members vote on the oral portion of the exam. If further examination, additional coursework, or other actions are required, we will discuss this with you after the pass/fail vote is made. Individual committee members may choose to return your exams to you with written feedback, primarily in order to help you with the next stages of your research, but this is not required.

As your chair, please consider me as the first point of reference with respect to any questions concerning the procedures and schedule for this examination. Inevitably examinations create some anxiety, but as much as possible, you should try to view this examination process as a series of professional tasks that will help to certify your admission into the ranks of doctoral candidates and prepare you for your dissertation research. We all wish you every success.