



COACHING THE DISSERTATION: HOSTING A 3-DAY INTENSIVE WORKSHOP

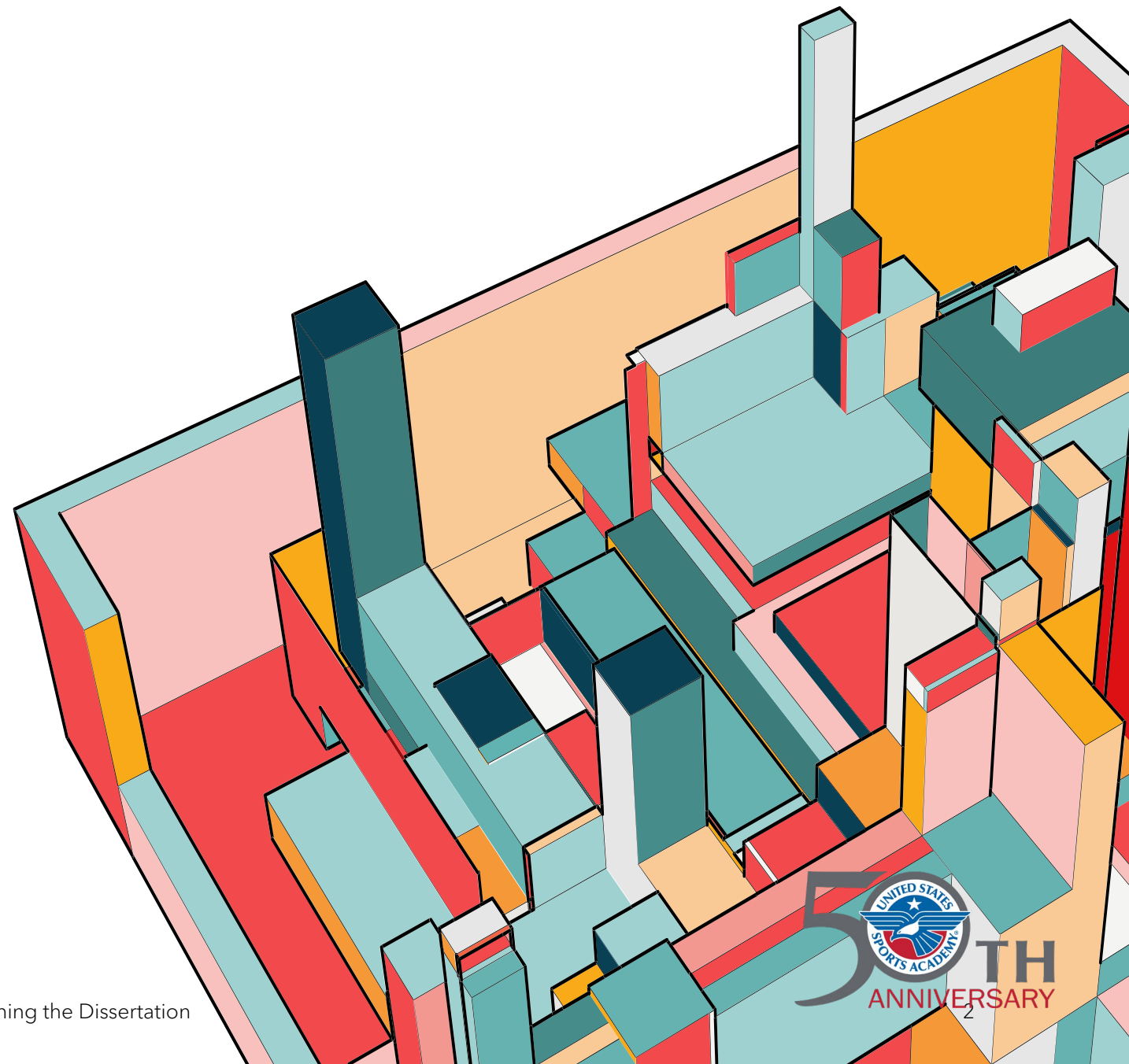
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1ST GENERATION

For many students, the process of completing a dissertation stipulates a set of unfamiliar rules, unfamiliar schema, and a foreign field of play that can affect student resiliency.

Programs may be designed to aid students who feel immersed in an unfamiliar culture, with limited support from the traditional support systems established by 1st generation students.



PROBLEM

Rising levels of stagnation among ABD non-completing doctoral candidates.

Determination

Doctoral candidates lack understanding of how to navigate the cultural landscape to complete the dissertation process.

Goal

Provide an intensive experience with emotional support to affect self-efficacy and locus of control and reduce stress.

Plan

Develop a 3-day in person experience that incorporates the CASEL framework to guide workshop development and communication to effect student resiliency.



Demonstrating the **social emotional labor** in the dissertation process along side the brainwork in the research lifecycle may improve **self-efficacy** and **retention**.

THEORETICAL SUPPORT

What?

There is a need to teach for metacognitive knowledge explicitly...we are continually surprised at the number of students who come to college having very little metacognitive knowledge; knowledge about different strategies, different cognitive tasks, and particularly, accurate knowledge about themselves.

--Pintrich, (2002). The role of metacognitive knowledge in learning, teaching, and assessing.

Why?

Humans are wired to fit new information and challenges into existing assumptions, or schema.

---Rumelhart (1980). Schemata, the Building Blocks of Cognition.

In order to accomplish the specific demands of writing and defending a dissertation a strong sense of self-efficacy is required.

--Varney (2010). The role of dissertation self-efficacy in increasing dissertation completion: Sources, effects and viability of a new self-efficacy construct.

How?

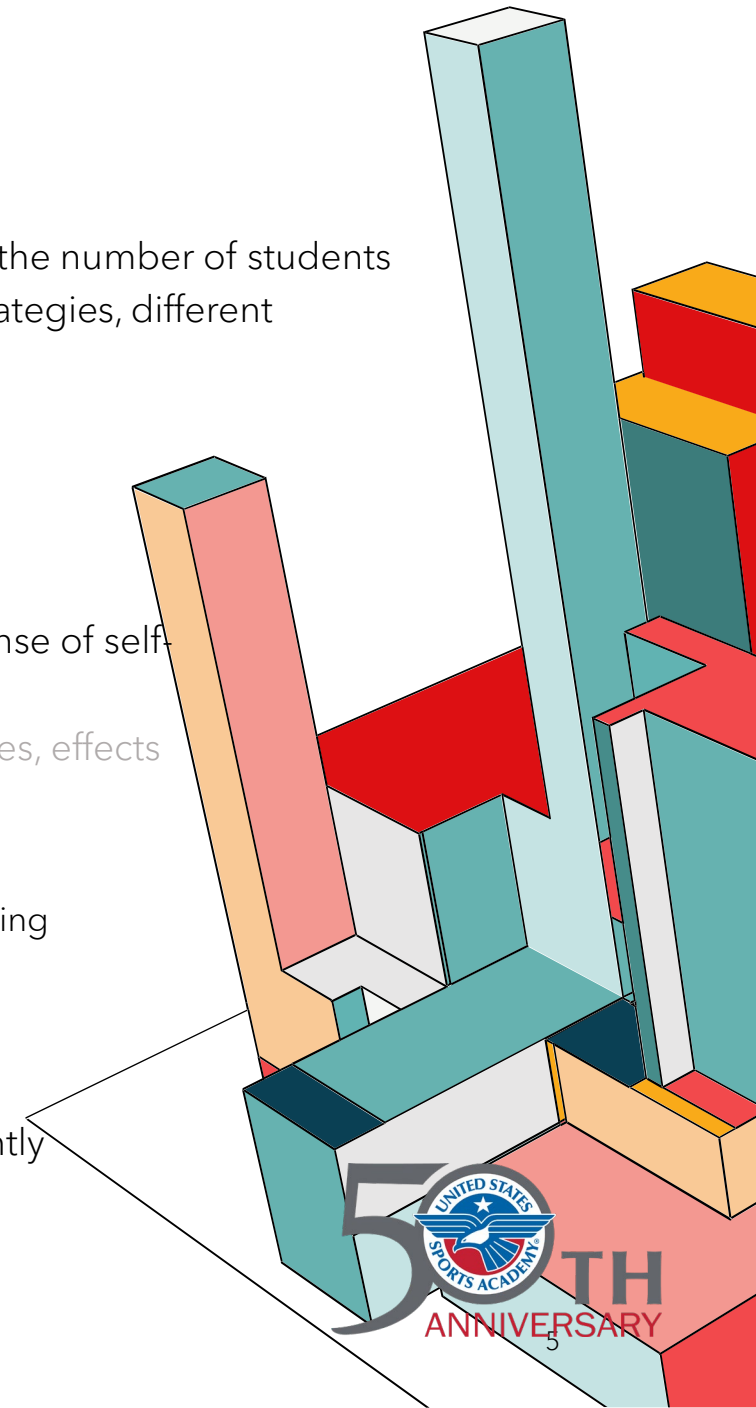
Efficacy expectations develop from different sources, such as previous experiences with the task, modeling or observing other people's actions, verbal information or feedback, and emotional reactions.

--Bandura (1977) Self-efficacy: Toward a unifying theory of behavior change.

To What Outcome?

Self-efficacy has been found to be essential during the dissertation process, and to be significantly and positively related to dissertation progress.

--Colvin (2012) The role of academic help-seeking attitudes, achievement goal orientations, and dissertation self-efficacy in dissertation progress.



WORKSHOP GOALS



Identify social cognitive factors such as self-efficacy, locus of control and perceived stress as potential factors in task completion.



Incorporate high impact communication practices incorporating the CASEL framework to increase student resiliency and task completion.



Develop and employ supports to encourage metacognition and self-efficacy during the dissertation process.

Metacognition

- It involves knowing when you know, knowing when you don't know, and knowing what to do when you don't know. In other words, it involves self-monitoring and correcting your own learning processes.
- Metacognition also involves knowing yourself as a learner; that is, knowing your strengths and weaknesses as a learner.





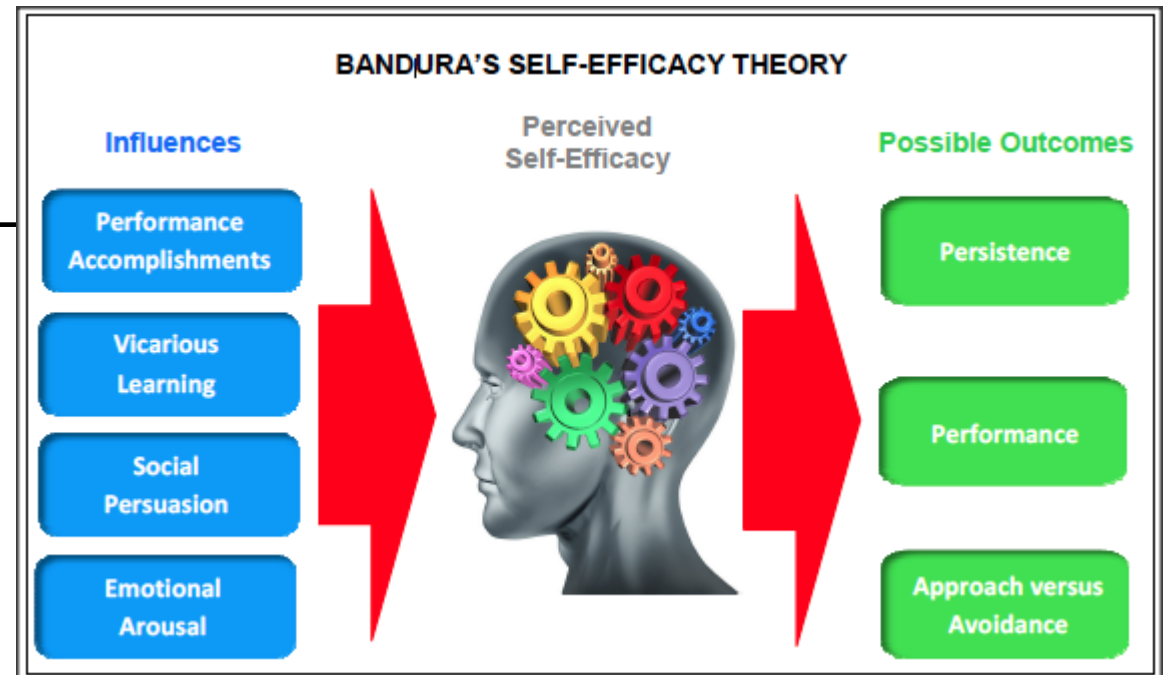
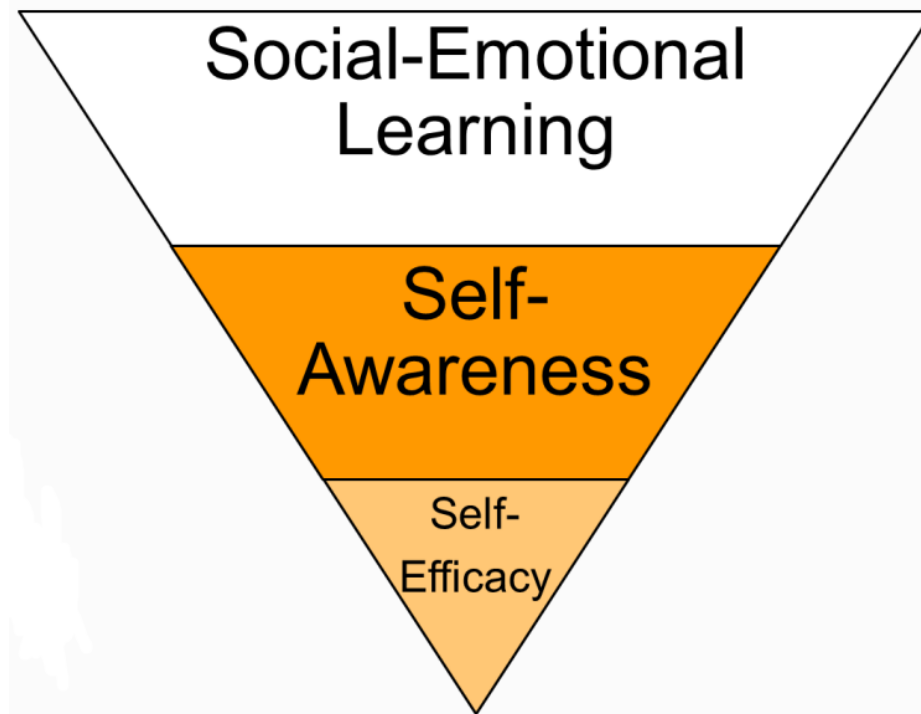
METACOGNITIVE APPROACH

Taking a metacognitive approach to supporting student learning involves promoting student metacognition – teaching students *how to think about how they think* and *how they approach learning*.

Why is this important?

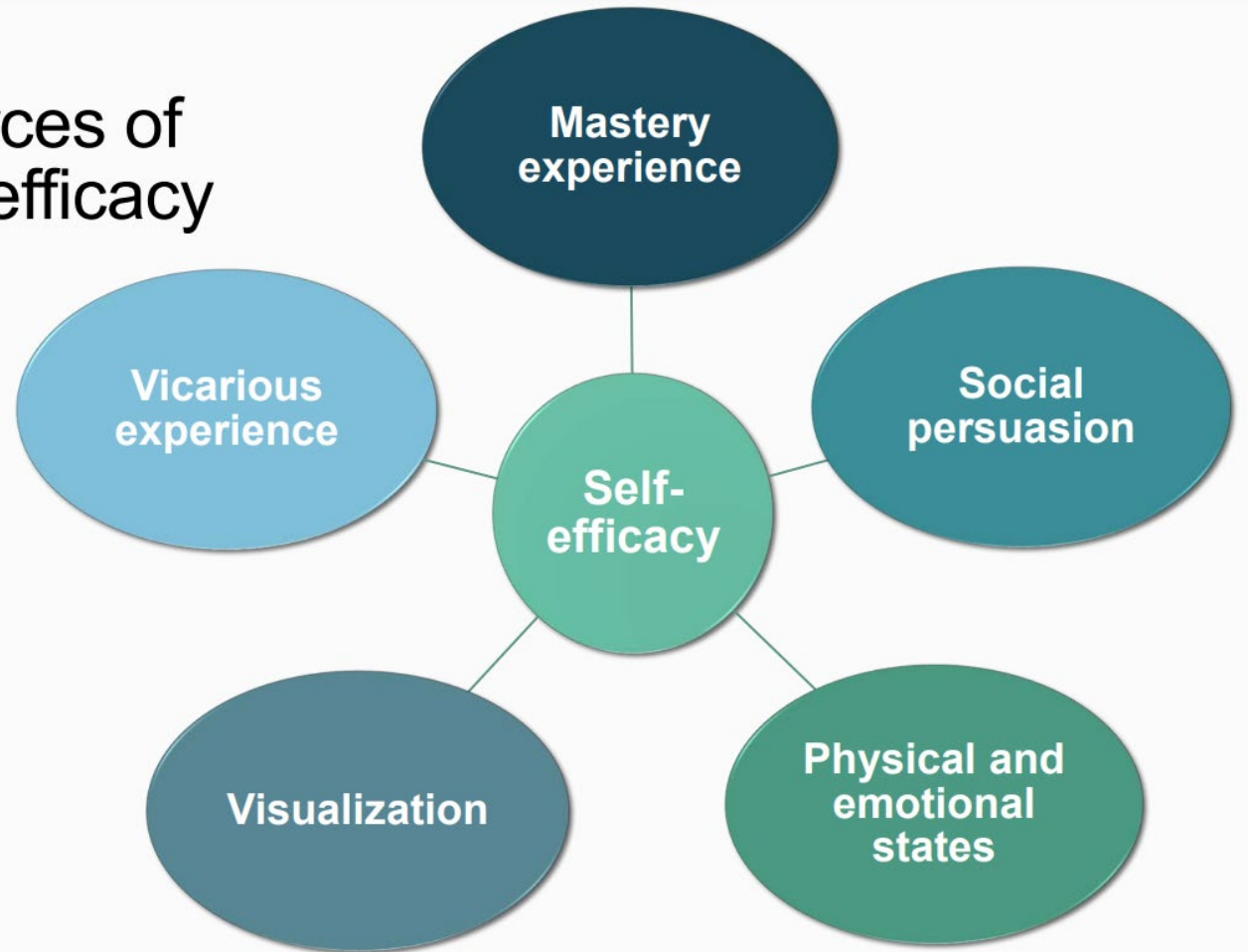
It makes thinking and learning *visible* to students.

HOW IS SELF-EFFICACY DEVELOPED?



What are sources of self-efficacy?

Sources of self-efficacy



CASEL FRAMEWORK

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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PLANNING FOR WORKSHOP

Content: Sessions that promote skill development and application to process with action steps presented.

Facilitators: Full-time faculty presenting in a passionate and enthusiastic manner, connecting with participants using humor and stories to interact and engage.

Organization: Realistic agenda with time to practice skills and ask questions.

Style: Presented in varying modalities (interactive, visual, hands-on activities, role playing, interview) to meet the needs of every learner with flexibility.



SCHEDULE PLAN

Source of Self Efficacy	Strategy	Workshop Activity
Self-Awareness	Identifying Emotions Accurate Self-Perception Recognizing Strengths Self-Confidence	One on One Faculty Consultations Self-Guided Work Create a CV
Self-Management	Impulse Control Stress Management Self-Motivation Goal Setting Organizational Skills	Managing your research Writing and Time Management USSA Style Guide & Formatting Write an Abstract Demystifying the IRB Approval
Social Awareness	Perspective Taking Empathy Appreciating Diversity Respect for Others	Greet a Grad Student Dissertation Walk Chair Round Tables Student Speakers
Relationship Skills	Communication Social Engagement Relationship Building Teamwork	Welcome Session Community Building Faculty Ted Talks Farewell Session
Responsible Decision Making	Identifying Problems Analyzing Situations Solving Problems Evaluating Reflecting Ethical Responsibility	How to read a journal article Parts of the Dissertation Literature Reviews Quantitative Methods Library Research Time What's in a Title Experience Survey

SCHEDULE AT A GLANCE

Day 1 - Wednesday

8:15-8:30 am	Daily check-in and arrival
8:30-9:00 am	Welcome
9:00 am	Greet a Grad Student
9:50 am	Break
10:00 am	How to read a Journal Article
11:00 am	Managing your research
Noon	Box Lunch
1:00 pm	Writing and Time Management
2:00 pm	Parts of Dissertation
2:50 pm	Break
3:00 pm	Literature Reviews
4:00 pm	Dissertation Walk
5:00 pm	End of day
6:00 pm	Evening on your own

Day 2 - Thursday

8:15-8:30 am	Daily check-in and arrival
8:30-9:00 am	Community Building
9:00 am	Faculty Ted Talks
9:50 am	Break
10:00 am	Chair Round Tables
11:00 am	Quantitative Methods
Noon	Box Lunch
1:00 pm	USSA Style Guide and Dissertation Formatting
2:00 pm	One-on-one Faculty Consultations and Library/Research (30 minute sessions)
5:00 pm	Independent Time
6:00 pm	Reception

Day 3 - Friday

8:15-8:30 am	Daily check-in and arrival
8:30-9:00 am	Writing an Abstract
9:00 am	What's in a Title
9:30 am	The Sport Journal
9:50 am	Break
10:00 am	Quantitative Methods
11:00 am	Create a Curriculum Vitae
Noon	Box Lunch
1:00 pm	Demystifying the IRB Approval Process
2:00 pm	Speaker (TBA)
3:00 pm	Experience Survey
4:00 pm	Independent Time
5:00 pm	Farewell

MARKETING CAMPAIGN

ACADEMY FACULTY ARE HERE FOR YOU

The Academy's full-time faculty will lead workshop discussions and panels and guide you through the dissertation process. You'll get first-hand experience with dissertation committee chairs and members.

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DISSERTATION WRITING INTENSIVE WORKSHOP

A 3-day event to help scholars focus on their research and writing toward completion of their dissertations.

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COMMON PROBLEMS

Struggling with writing your dissertation?
Research going in circles?
Can't find your unique scholarly voice?
Dread you won't get through the process?
Having trouble with conceptualization?
Your literature review relevant and thoughtful?

CUSTOM SOLUTIONS

- Give your research a boost
- Get three days of intensive support
- Get feedback from Academy faculty
- Cultivate your scholarly identity
- Improve your writing
- Break your dependency on external feedback
- Understand the internal logic of the dissertation
- Learn with your peers

15 sessions on writing and research for the dissertation

- Discussion panels, round tables, and one on one with a full time faculty member.
- Motivational speaker.
- Box lunch each day.

To register, please visit: <https://i.ussa.edu/students/library-resources/dissertation-writing-intensive/>

This workshop will NOT provide proofreading or focus on sentence level editing or other matters related to standard English, now will it serve as a replacement for ongoing communication with your dissertation committee.

STUDENT FEEDBACK

How to read a journal article

- Superb presentation: a tremendous help.
- Extremely helpful responses to student questions, authentic in presentation, and plenty of examples!
- Really good information. Awesome, Will be calling you a lot!
- Presenter provided very needed information and clarity.
- Terrific information, very helpful.

Managing your Research

- Very helpful tools.
- Excellent tips for helpful platforms that can be used to organized the research process.
- Presenter's introduction of new technology related research was great.
- Great tips
- Really good information Helpful.

Time Management

- Excellent and helpful handouts
- Very helpful with giving time management examples that can be useful during the whole doctoral process.

STUDENT FEEDBACK

Parts of a Dissertation

- Thorough and in-depth analysis
- Dr. Wallace provided very practical information about the dissertation process.
- Excellent overview- very helpful particularly describing future research

Types of Literature Reviews

- Really eased some of the frustration and fears by using actual dissertation examples and explaining true relevance.
- Really good exercised to do as well as great information. Really helpful.
- Very helpful to peruse through dissertations with targeted intentions.
- Excellent examples.
- Presenter brought the dissertation process to life with her presentation.

Chair Round Tables

- Best session. Needs to be daily.
- Extremely helpful! Guys are awesome!
- Presenter provided clarity for the dissertation process.
- Excellent insight provided by the panel—reassuring and an abundance of information.

STUDENT FEEDBACK

Quantitative Methods

- Presenter's knowledge sharing about quantitative methods was impressive and informative.
- Very helpful in encapsulating major themes of research design.
- Not helpful.
- Good recommendations of books. Relaxing humor. Plenty of charts and templates. Lots of information.
- Slightly overwhelming—really good.

Style Guide and Formatting

- Detailed and to the point and what needs to be accomplished
- Presenter discussed the formatting style dissertations in an understandable manner.
- Extremely helpful!
- Great information and great energy!
- Informative and helpful regarding the formatting requirements.

Writing an Abstract

- Organized, to the point, clear, helpful
- Good session
- Short, sweet, and to the point. Good point on reading other abstracts.
- Fantastic information. Love the 4c's.
- Dr. Spradley simplified the abstract writing process.

STUDENT FEEDBACK

What's in a title?

- Very good to know about database metrics.
- Wow! I will think further about titles.
- Good Session.
- Presentation put me on base on selecting a title and I learned that it should be similar in topic area.
- Really impressed the need for the title to be tested and a findable in citation index
- Presenter really expounded on the importance of a dissertation/research title.

Submitting a Journal Article

- Inspiring! Many student seemed encouraged to submit for publication after this session.
- A sort of pep talk on publishing away from the handout information. Points were very important.
- Very good rationale for publishing. Interesting point on validity of textbooks.
- Presenter shared valuable knowledge about the importance of publications.

Demystifying the IRB Process

- Great Introduction. Would love to have a video to follow up online.
- Presenter thoroughly explained the IRB process.
- Thorough, detailed and very well explained. Excellent.
- Great!
- Well done!

THANK YOU

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