Doctor of Education in Educational Studies

Report to Stakeholders

2018-19 Academic Year

The PhD in Educational Studies is designed to support students to advance their current career in PK-16 education, become educational researchers, and/or seek a position in higher education. The program is committed to preparing a innovative, diverse new generation of scholars to engage critically in the issues and needs germane to urban education; particularly in the areas of curriculum and critical social inquiry; reading, language, and literacy; and science, technology, engineering, and mathematics. The program offers opportunities for students to become a part of the field of higher education through mentoring from internationally recognized scholars, teaching and research internships and collaborations with faculty, and opportunities to collaborate with faculty through division- and college-level committees. Educational tools and intellectually stimulating empathetic environments are provided to facilitate conceptual understanding, defensible practices, and learning dispositions. Conducting innovative research centered in and informed by theory and practice is endowed with intellectual merit and is intended to have a broad impact on teaching and learning.

Program faculty have articulated a series of learning outcomes that frame students’ coursework. Program assessments provide data on the extent to which such outcomes are being reached and are used for periodic program revisions. Programmatic assessment plans are documented in the WSU’s program assessment initiative - Compliance Assist.

The following two learning outcomes were the focus for the 2018-19 academic year:

- LO 1 – Identify and summarize key findings of research studies relevant to their research interests.
- LO 2 – Critique theory and research relevant to their research interests.

Assessment data related to these learning outcomes were collected from TED 8200 (LO 1) and TED 8150 (LO 2). During the 2018-2019 academic year, three students in this program were enrolled in TED 8150, two in TED 8200.

The students met the target criteria for learning outcome one by performing above mastery level on the rubric line items related to content on the final research paper assignment. All students (3 of 3) met the criteria for the assessment of this outcome (synthesis of scholarly literature). Faculty believe students would benefit from more support specifically in the area of identifying trends and creating their own claims based on critique and synthesis of the literature. To this end, there will be regular (weekly or bi-weekly) in-class checks of article annotations during which students will share their annotations with classmates who will give feedback on their synthesis and critique of each article, as well as the relevance to their theme or question. These check-ins will start early in the semester, by week three or four of classes. This is a change from the current structure, which required only one, mid-point check.
The students met the target criteria for learning outcome two by performing above mastery level on the “content and evidence” and “rationale” rubric line items of the final research paper assignment. Although 100% of students (2 of 2) met the criteria for the assessment of this outcome (final research paper in TED 8200), faculty believe that one area in which students continue to be challenged related to this learning outcome is taking ownership of their learning and building the other standing that understanding of these elements is evolving and created, not discovered. The faculty recommend that the assignments in which students read the work of their advisors and 300+ pages of work from a major researcher in their field continue to be a part of the courses. In addition, students will be assigned a new set of readings in TED 8150 when it is next taught in the form a dissertation and an article that came out of that dissertation in the student’s field of interest will be added to the course. The intention will be to help students see how concepts and research develop and progress, as well as to highlight how the concepts, premises, issues, and topics are shared in different formats. With the assistance of our college librarian and the course instructor, students will select the dissertation and related article. They will then meet with their advisor to share their selections and get feedback as to the appropriateness of the dissertation and article for the field of interest. Students will continue to work with these readings, exploring the theoretical frameworks more deeply, in TED 8250.

Program faculty will continue to foster student success in these areas of the program. For the 2019-20 year data will be collected on other program outcomes.

This plan is also posted on the program website.