AGENDA

WORKSHOP DESCRIPTION

BLOOM’S TAXONOMY

TOPIC RELATIONSHIP TO DEGREE & CONCENTRATIONS

SCHOLARLY RESEARCH

A PROCESS OF FINDING A GAP

GROUP PROJECT AND PRESENTATION
A Doctoral Students’ journey to a relevant Higher Educational research study is a process that ends in significant knowledge added to an educational field.

Doctoral students at CTU are expected to add empirical knowledge to a chosen field of study upon completion.

The workshop will expand the students understanding of a process to discover significant GAPS found in a topic that relates to the student’s Degree and Concentration.
BLOOMS TAXONOMY

Bloom's Taxonomy

- **Knowledge**: Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.
- **Comprehension**: Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.
- **Application**: Combining information to form a unique product; requires creativity and originality.
- **Analysis**: Identifying components; determining arrangement, logic, and semantics.
- **Synthesis**: Making decisions and supporting views; requires understanding of values.
- **Evaluation**: Restating in your own words; paraphrasing, summarizing, translating.

Graduate School:
- Evaluation

Undergraduate:
- Synthesis
  - Analysis

High School:
- Comprehension
  - Application

Knowledge
Doc Application Essay

- I am interested in [doing what][why, how, if, to, what, where, who, ] [subject, problem or opportunity] in the [specific industry, organization, group, population]. Related to Degree and Concentration

How will you know your topic is Relevant

- 5 or less Year Old
- Germinal/Seminal

Empirical Knowledge

- Knowledge acquired by means of Observation or Experimentation
- Empirical evidence that justifies a belief as truth or falsity of an factual claim (not based on opinion)
WHAT IS SCHOLARLY RESEARCH

- Research can be described as an inquiry performed in a systematic manner to understand the world around us.
- This inquiry at the doctoral level uses academically acceptable research methods or ways to perform research to fill a gap or specific area of the world that has to date not been filled.
- Research is an investigation that extends the knowledge known on a topic.
- In addition, the degree work requires evidence of research effort in the form of documentation that is evaluated by the university. A dissertation is the traditional method of providing this confirmation.
Finding the Gap:

- The missing piece or pieces in a research topic is the area that has **not yet been explored** or is **under-explored**.

- Gap Statement found in: **Introduction, Purpose, Significance of the study**

- Example: **population** or **sample** (size, type, location, etc.), **research method**, **data collection**, and **analysis**, or **other research variables**, or conditions, suggested future research, **limitation of study describing omissions**.
GAP STATEMENT

- Idea stated in your choice of Topic
- Created while and after you do the Literature Review
- Usually found in the introduction section supported by peer-reviewed research (Journal Articles or Dissertations)
- Supported with the Purpose and Significance of the study
The study is important because of the continual declining graduation rate found in higher learning institutions. Barefoot (2004), Scott, Bailey, and Kienzl (2006) identified the declining graduation rate as significantly higher for the publicly funded, rather than privately funded, colleges and universities. Past studies focused mostly on creating an atmosphere in a college environment that would generate a stronger student attachment to the educational institution. The past studies focused on the traditional students' needs. In the 21st century, the traditional students represent a small part of the population of people going to college. A question that should be explored by the higher learning institutions leaders is; Do the new Millennial generation students need to be assimilated and attached to the institutions to generate higher graduation rates as proposed by Tinto’s 1975 conceptual Schema for Dropouts from college theory (Tinto, 1975, p. 95)?

O’Gara, Karp, Mechur, and Hughes (2009) expressed quantitative research regarding student success and persistence is abundant, and qualitative research is lacking for most colleges and universities. The Millennial student is different from former generations, and universities are ill-prepared to handle the differences. The qualitative research method allows research to view these data from the participants as primary importance, and the past research and literature review justifying the problem became secondary in importance.
The purpose of the qualitative, phenomenological study was to explore the beliefs and needs of the Millennial student in a four-year university found in Colorado. The Millennial students’ needs are different from the generations that came before (Barkley, 2011; Prensky, 2001; Rickes, 2009) because of the “arrival and rapid dissemination of digital technology in the last decades of the 20th century” (Prensky, 2001, p. 1). Evidence emerged to show that student retention and movement to graduation comes from knowing the needs of the student in the university classroom (Barkley, 2011). Dehne and Associates (2010) reviewed more than 100 studies on the Millennial generation and found the cohort to include a complex generation moving into colleges and universities. The qualitative method was used to explore the lived experiences of the generation in an attempt to gain a deeper understanding of the group’s needs.
POSSIBLE GAPS FOUND IN THE LITERATURE

- Traditional Students Relationship to Graduations Rates- Leaving out The Millennial Non – traditional student
- Lack of studies on Millennial Generation Students- they demonstrates different characteristics from past Generation
- Abundant research regarding quantitative method on graduation rates lack of qualitative delivering knowledge in eye of the participants.
Empirical Research Article

1. As a group create a process to review the study to discover possible GAPS. How would you approach a study if you are looking for GAPS.

2. Review document applying your process

3. Create on the Post-it paper
   1. Your process
   2. List of possible GAPS found.

5. Present the above to the class-
WHAT YOU HAVE DONE