

# Quality of Dissertation Research

## Department of Technology and Cognition Program of Applied Technology, Training and Development

*The following points should be used to guide dissertation research by students completing a Ph.D. or Ed.D. in the Applied Technology, Training and Development program. If each point is not met, the dissertation will be judged inappropriate for dissertation research in the ATTD program.*

*The dissertation should:*

- ✓ *follow a rigorous comprehensive process of scientific investigation.*
  - ✓ *contribute original research to the fields of career and technology education or training and development.*
  - ✓ *support, refute, or contribute new knowledge to existing research literature in the fields of career and technology education or training and development.*
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The differentiation between the Ph.D. and Ed.D. programs of study is evident through formal course work in the major, minor, statistics and research, and tool subject (Ph.D. only) areas. Specific statistical analysis methodology and data collection processes are not a means of differentiating between a Ph.D. or Ed.D. dissertation. The research methodology to be employed in a research effort depends upon the nature of the problem and situational constraints. One kind of methodology is no better than another if used appropriately and correctly. Both Ph.D. and Ed.D. students should conduct research that meets both of these criteria.

In evaluating the dissertation proposal, the “purpose of study”, “hypotheses or research questions”, “literature review”, and “methodology” sections of both the Ph.D. and Ed.D. research proposal should be examined by the student, committee Chair, and committee utilizing the above philosophical guidelines of rigor, originality, and contribution to the fields of career and technology education or training and development. In addition, at the dissertation defense, the “findings” and “recommendations/discussion” sections of the completed dissertation should encompass the above philosophical guidelines of rigor, originality, and contribution to the fields of career and technology education or training and development.

### **Suggested Resources:**

- ✓ American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (4th ed.). Washington, D.C.: American Psychological Association.
- ✓ Cone, J., & Foster, S. (1993). *Dissertations and theses: From start to finish*. Washington, D.C.: American Psychological Association.
- ✓ Leedy, P. (1997). *Practical research: Planning and design*. (6th ed.). Columbus, OH: Merrill.
- ✓ McMillan, J. (1996). *Educational research: Fundamentals for the consumer*. (2<sup>nd</sup> ed.). New York: Harper Collins.
- ✓ University of North Texas. (1994 or latest). *Preparation and filing of dissertations, theses, and problems in lieu of thesis in the Toulouse School of Graduate Studies*. (September). Location: University of North Texas Bookstore.

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*For more specific information  
students should consult their  
Major Professor.*