

EDUC 3102: First Year PhD Seminar I

Friday (bi-weekly), 1-3:40PM

5602 Posvar Hall

Dr. Josh Bleiberg
Office: 5500 Posvar Hall
Phone: 412.624.5016

Email: jbleiber@pitt.edu
Office Hrs: By appointment

Dr. Lindsay Clare Matsumura
Office: 419 Murdoch Bldg.
Phone: 818.624.6944

Email: lclare@pitt.edu
Office Hrs: By appointment

Course Description and Objectives

PhD students in the School of Education at the University of Pittsburgh complete the same milestones and participate in research-intensive apprenticeships. This seminar series was developed to address numerous doctoral skills and competencies in preparation for your research apprenticeships and independent scholarship. Specifically, the fall seminar topics will include ethical and legal considerations for conducting research, University IRB requirements, identifying a research topic, conducting a literature search, and selecting the appropriate model for the literature review for your first milestone.

By the end of the fall seminar, students will have identified a topic for their first milestone (preliminary exam/predissertation proposal). By the end of the spring semester, students will have outlined a literature review and research questions for their predissertation proposal.

Course Requirements and Grading

Complete all assigned readings-Students are responsible for reading all the assigned texts before class. Students' preparedness for class will enhance our discussions as well your understanding of the material presented.

Class Participation -Students are expected to attend class and participate in class discussions.

Milestone Day- Students are expected to fully participate in Milestone scheduled for October 3rd.

Grading- It is our expectation that all students complete the weekly assignments and readings. Grading will be conducted holistically by taking into consideration your participation, attendance, and assignments. Students that participate and make an effort towards meeting each of these requirements will receive an A.

Course Assignments

Review Handbook	Data Description
Statement of Goals and Working Styles	Research Statement
Attend Milestone Day	Attend Class Engage with
Complete CITI Training	Complete Readings

Course Policies

Several university policies are pertinent to this course. As an instructor I am committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-ableist, and non-gender-normative. This includes fostering an environment that is as safe and inclusive as possible. It is my intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. I am also committed to making the class accessible to anyone wishing to participate.

Class Assignments

We will be due at the beginning of class via Canvass submission. Extensions will be granted only for serious and unavoidable events, and the revised due date must be negotiated with the instructor at least 24 hours in advance. Emailed assignments will not be accepted without instructor's permission.

Incomplete Grades

We strongly discourage students from taking an I grade and will also only be granted in extreme cases.

Attendance Policy

If more than 2 classes are missed, students must schedule a meeting with the instructor to discuss whether the course can be satisfactorily completed.

Required Readings

All readings will be available on Canvass.

University COVID Precautions

The University of Pittsburgh updates its COVID protocols in response to changing conditions. See the latest information at coronavirus.pitt.edu. In this course we will adapt as needed. Please reach out and we'll make it work.

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EFOP Department or an EFOP course believes that a faculty member has not met his or her obligations (as an instructor

or in another capacity) as described in the School of Education Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with Dr. Max Schuster, the associate chair of the Department of Educational Foundations, Organizations, and Policy; (3) if needed, next talking to the academic integrity officer of the school, Assistant Dean Dr. Andrea Zito; and (4) if needed, filing a written statement of charges with the academic integrity officer.

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS) as early as possible in the term: 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users. DRS will verify your disability and determine reasonable accommodations for these courses.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

See the Pitt Graduate Catalog and School of Education section for more information.

Course Schedule

Class #	Date	Topics	Assignments
1	9/6	Introductions & Discussion of PhD Milestones	Review your PhD program handout. We have collected handbooks for several programs that are available on Canvass. [Urban Education does not have a handbook, please read the handbook for Education Policy.]
2	9/20	<p>Research Ethics and Human Subjects Policies</p> <p>Intro to Pitt's IRB</p> <ul style="list-style-type: none"> • Megan Frame • Guidelines for CITI modules and security clearances distributed. <p>Discuss implications of ethics for choosing research projects.</p>	<p>Complete Statement of Goals and Working Styles. See full direction in assignment on Canvass.</p> <p>Read:</p> <ul style="list-style-type: none"> • Iida, P. C., Ruegg, R., De Boer, M., Araki, N., & Agnello, M. F. (2020). The concise APA handbook: APA 7th edition. IAP. • AERA (2011). Code of Ethics. Educational Researcher, 40 (3), 145–156.
3	10/4	<p>Milestone Day</p> <p>Attend Milestone Day from 10 a.m. - 2 p.m.</p> <p>Let us know if you have scheduling conflicts that day and we will provide an alternative assignment.</p>	No other assignments
4	10/18	<p>The Long and Winding Road to a Researching Agenda</p> <p>Presentation of Instructor Professional Pathways</p> <p>Faculty Panel Discussion: Pathways to Develop your Research Agenda</p> <ul style="list-style-type: none"> • DC Lee • Sirry Alang 	<p>Complete Collaborative Institutional Training Initiative (CITI) modules (1) Responsible Conduct of Research course and (2) one Human Subject Research course: either Biomedical or Social-Behavioral-Educational course [Under Human Subjects Protection]. Make sure to check with your advisor. For directions and requirements see CITI program instruction sheet. For instruction</p>

		<ul style="list-style-type: none"> • Sharon Ross • Esohe Osai <p>Discuss identifying research interests: A discussion of the Machi & McEvoy (2012) reading</p> <p>Challenges of the Doc Journey: Shanyce Campbell</p>	<p>Email your instructor and advisor the certificates. In that same email to advisor and instructor, report on status of applications for security clearances.</p> <p>Read: Machi & McEvoy (2012). "Step 1: Select a Topic. The Literature Review: Six Steps to Success (pp. 1-35). Sage: Thousand Oaks, CA.</p>
5	11/1	<p>Finding Data</p> <p>Identifying data sources for predissertation project (e.g., secondary/publicly available data; secondary/advisor's data; student-initiated primary data collection)</p> <ul style="list-style-type: none"> • Heather Bachman • Hayley Weddle • Richard Benson • Emily Rainey <p>Discuss data sources that students have already encountered with your advisor.</p> <p>Discuss public and private dataset available in the UVA resource</p>	<p>Submit ½-1 page single-spaced description of data that you can access or draw on via your advisor.</p> <p>Review available education datasets. UVA Library. (2024). Education Statistics, Data Sets, and Data Experts.</p>
6	11/15	<p>Conducting a Literature Search</p> <p>Invite librarian to discuss resources Marian Hampton (Hillman Library)</p> <p>Discuss using the Pre-Literature Review to Progress towards a Research Interest</p>	<p>Read: Fink (2014). Reviewing the literature: Why? For whom? How? Conducting Research Literature Reviews (pp. 1-45). Sage: Thousand Oaks, CA.</p>
7	12/6	<p>Identifying a research topic</p> <p>Discuss of research topics and next steps for spring semester seminar</p> <p>Introduce literature review chart</p> <ul style="list-style-type: none"> • Show how to identify the theoretical and 	<p>Read: Calarco, J. M. (2020). A field guide to grad school: Uncovering the hidden curriculum. Chapter 7.</p>

		methodological patterns in empirical literature Example charts distributed	
Final	12/13		Submit (600 word maximum) single-spaced research statement, describing research topic, preliminary assessment of gaps in current literature (8-10 relevant peer-reviewed publications. For each publication write 2-3 sentences about its relevance for your area of research interest), and potential research question(s).

The statements contained in this syllabus, other than the course policies, are subject to change with reasonable advance notice as deemed acceptable by the instructors.