Course Description:
This course is designed for carrying out disciplined research and strengthening dissertation proposal development in doctoral studies. Focus is on research criteria, integrating and applying existing knowledge and skills in quantitative and qualitative methods and developing publishable conference manuscripts.

Course Learning Objectives:

- Understand research paradigms and related methods used for HRD research
- Describe the standards for quality research in HRD
- Outline the criteria for evaluating research in HRD
- Critique and, with a team, present a critique of a conference paper
- As a group member, provide feedback to an author of a conference paper.
- Synthesize and integrate the latest HRD literature
- Develop an understanding of current HRD research fronts in relation to self-identified research interest
- Engage in AHRD scholarly community for future career development

Grading Policy and Criteria to Determine Final Course Grade:
Grading distributions

- HRD Scholarly Research Engagement (40%)
  - 2 Proceedings paper critiques (2x15%)
Scholarly dialogues reflection paper (10%).
- Class participation (10%)
- Final Research Report (40%)
- Final presentation and Q&A (10%)

**Date of Final Exam:**
April 26, 2014

**Date to Withdraw without Penalty:**
Please check with the Registrar’s office

**Textbooks, Materials, and Supplies:**
The Proceedings of 2014 AHRD International Research Conference in the Americas (Available for purchase from AHRD office or at www.ahrd.org after February 23, 2012 if one does not attending the conference).


**Course Outlines**
This course is a combination of classroom learning and online learning through blackboard. The following topics and activities will be covered:

**Topic 1. Research Paradigms: Epistemology, ontology, and research methods**
- Epistemology
- Ontology
- Etic vs. emic
- Positivism vs. constructivism
- Quantitative vs. qualitative methods: Pros and Cons

**Topic 2. Standards for good research in HRD**
- Relevance vs. rigor
- Research standards vs. reporting standards
- Applying the standards for HRD research

**Topic 3. Criteria for evaluating research**
• The requirements for good research
• Criteria for evaluating research
• Guidelines for evaluating research
• Good and bad examples of research

Topic 4. Applying evaluating standards and criteria in peer-reviewing practice

• Literature review
• Research method and process
• Data analysis
• Results presentation

Topic 5. Applying evaluating criteria to identify emerging HRD research fronts

• Literature synthesis and integration
• Develop your own research agenda
• Critically analyzing new research findings

Alternative Learning Activities

Students may also opt to attending an annual Academy of HRD International Research Conference in Americas. This will include AHRD Emerging Scholar 2-day workshop and the full conference. For students taking this option, the writing assignments include the following:

• One (1) conference reflection paper
• One (1) final paper, including a final presentation.
• Other on-site requirements by the conference class instructors, including following the conference class syllabus additional to the two papers above.

Learning Options:

1. Agenda for the conference participation option:

   For AHRD conference participation as part of the course learning, all students are encouraged to attend the following sessions:
   a. AHRD Emerging Research Class 1.5-day workshop (Wed and Thur morning). Note that this workshop will have its own syllabus and requirements to be combined with this class. For example, students will be required to review and critique a conference paper in a group setting with doctoral students from other universities. All students must meet the workshop’s requirement to be satisfactory pass HRD 6359 under this option.
   b. Conference orientation for first-timers (Thur afternoon)
   c. Keynote speech session (Friday)
   d. Graduate student reception (Friday)
e. Regular conference symposium sessions: Students may choose to attend any of the concurrent symposium sessions based on their research interests from Thursday afternoon to Saturday afternoon.

2. Those who cannot attend the AHRD International Research Conference will be assigned to the following research assignments for equivalent learning experience.
   a. Students will receive an electronic copy of the conference proceedings after the conference.
   b. Students will choose at least 2 papers in the proceedings and initiate scholarly dialogues with the authors and produce two critiques papers.
   c. Students will summarize their learning and communications in separate reports (see requirement in reflection paper).
   d. Students will complete a final project and present it in the class (see final paper requirement).

Option One: Attending the AHRD 2014 International Conference

To enroll in this course, students are encouraged to attend an annual Academy of Human Resource Development International Research Conference in the Americas, February 18-22 in Houston, Texas. Students are strongly encouraged to attend the preconference of Emerging Research Class offered by the instructor of this course in conjunction with a group of internationally known HRD scholars. The regular conference session attendance will also be part of the learning under this option.

This course involves participation by doctoral students and faculty from a growing number of universities which, in 2012, included the following HRD programs:

Barry University  EDU 592HR Special Topics: Emerging Research in HRD  
Bowling Green State University  TECH684, TECH784 Emerging Research  
Colorado State University  VE 666 Program Evaluation  
George Washington University  HRD 327 Seminar: Applied Research in HRD  
Northern Illinois University  CAHA 590-P1. Seminar: Emerging Research in Adult Education  
North Carolina State University  EAC 830 Independent Study  
Oregon State University  AHE 599 Directed Study in HRD Research  
Texas A&M University  EHRD 628 Research and Publishing in HRD  
The University of Texas at Tyler  HRD 6359 Research Seminar in HRD  
University of Arkansas  VAED 660v: Special Topics in HRD.  
University of Georgia  EOCS 6000 Directed Study in Occupational Studies  
University of Houston  TRDE 6398 Special Problems in TRDE  
University of Illinois, UIUC  HRE 595 Independent Study  
University of Minnesota  HRD 5410 Survey of Research Methods and Emerging Research in HRD  
University of Wisconsin—Milw.  AD LDSP 799/999 Emerging Research in HRD & Adult Education
Tentative Schedule:

Pre-Conference Meeting, Friday, January 18, 1-5 p.m.
- Introduction to the two learning options
- Review and discuss portions of assigned text and articles
- Obtain answers to your questions about this class and the Academy conference
- Receive pre-conference assignment instructions
- Research paradigm.

Arrive in Houston by Tuesday evening, February 18.

Wednesday, February 19 - Thursday, Feb 20:
Students will meet in three formats during the course:
1. Learning Community: Large group sessions with all class participants featuring panel presentations and facilitated discussion from HRD scholars and practitioners.
2. Breakout Groups: 3 or 4-person smaller groups facilitated by course instructors in individual rooms.
3. Presentation Groups: Three to five students collaborating to critique a Conference article and present results during the Thursday a.m. session.

Wednesday, February 19 - 9 a.m. to 5 p.m.
- Introductions, overview of syllabus, and course schedule.
- Exploring the practitioner and scholarly journey: The use of research in HRD.
- Approaches to research in HRD: Research paradigms
- Qualities of Good Research. Criteria for evaluating research in HRD
- Group critique of a paper for practice

Wednesday, February 19 - 6 - 9 p.m.
- Prepare small group preparation for the next day

Thursday, February 20 - 8:00 a.m. to 1:00 p.m.
- Hands-on critique of papers;
- Publishing in HRD; What professional conferences offer; Research-practice linkages
- 2014 AHRD Conference Overview

Thursday afternoon, February 20 through Saturday evening, February 22
- Participate fully in conference activities; see conference program and proceedings CD.

Post-Conference, Saturday, February 22, 1-5 p.m.
Dialogue with course participants to reflect on your learning process and results. Also conduct conference debrief and address assignment-based issues.

(Note: The above agenda was based on the 2012 conference agenda. The updated agenda will be announced as soon as it available to the instructor.)
Writing Assistance

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center.

Department Website: www.uttyler.edu/hrdt

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Writing Assignment: Conference Proceedings Critiques and Scholarly Dialogue Reflection Papers

Due date: March 22, 2014 (for those attending the conference)

For those not attending the conference:

Due March 15 for Critique 1; Due April 1 for Critique 2; Due April 15 for reflection paper.

Content Requirements:

The reflection paper is designed to help you document your learning and reflections on your interactions with the authors of conference papers in the AHRD conference proceedings. One (1) is required for those who elect to attend the AHRD conference, two (2) for those not attending the conference.

Format requirement:

- The paper should be no more than 10 pages but no less than 5 pages in length (not including references)
- Double space and 12 point font size
- Time New Roman or Arial,
- 1” on all sides
- Appropriate page numbering
- Unless otherwise specified, all future writing assignment should follow this format as it is required for all scholarly submissions.

Guidelines:

- Please start this paper early when your memory is still fresh. Please avoid last minute rush.
- In the reflection paper, please be specific on your learning, your critiques, and where the learning has been triggered if you attend the AHRD conference or if you directly contact the author(s) of a conference paper.
- Please use scholarly writing language. No colloquial is permitted.
- Please cite references for all factual statement.
- It may be a good idea to have a conference diary from the first day of the conference to help you remember what, where, and how you learn. However, the assignment should not be read as a diary. It must highlight key points with appropriate subheading when applicable.
- If you do not attend the conference, report your interactions with the authors of your chosen article. Alternatively, you may also attend one of the online Webinars organized by AHRD and report your learning and interactions from there. The Webinars are free for AHRD members and announced by AHRD office monthly—If you choose this option,
please let me know so that we can discuss a different deadline as the webinars do not have a fixed schedule.

- Please read and proofread your writing before submission. It is also a good idea to send your writing to your peers in this class for an informal peer-review for improvement before submission.
Writing Assignment: Final Paper

Presentation date: April 26

Final paper due on Blackboard: May 4

Content Requirements:
This writing assignment is to develop a scholarly idea that may have been generated through learning at the conference participation or the proceedings and/or dialogues with the authors. It may also be one of your own research ideas reinforced during this class.

Guidelines
- The paper should have a clear structure, such as Introduction, Literature review and analysis, Discussion, Future Research Directions, etc.
- The paper may not be a detailed or fully developed scholarly paper. It may be a research idea you are interested in exploring or enlightened through recent learning. It may also be part of your doctoral research proposal in the process of development.
- No more than 20 pages in length excluding references.
- All others follow the “format requirement” specified above.
- Please read and proofread your writing before submission. It is also a good idea to send your writing to your peers in this class for an informal peer-review for improvement before submission.

Final Presentation

Due Date: April 26

Presentation Requirement:

The presentation is designed to follow the format of the AHRD conference symposium. Specifically,

- Each symposium session consists of 3-4 presentations.
- A volunteering student as a session chair will lead the session and related discussions.
- Each presentation will be allowed for 8-10 minutes.
- Scholarly discussions will follow the presentations.
- Visual presentation aid may be used to facilitate the presentation as needed.