

Thesis and Dissertation Writing Workshop

UMES Graduate School Workshop

Celeste Raver Luning, Ph.D.

March 24, 2021

Agenda

Current Stage of Research

Foundation for Research

Designing the Study

Format and Structure

Citing Sources

Resources

Tips for Success



Current Stage of Research

Current Stage of Research

Where are you in your program?

What is your broad research area?

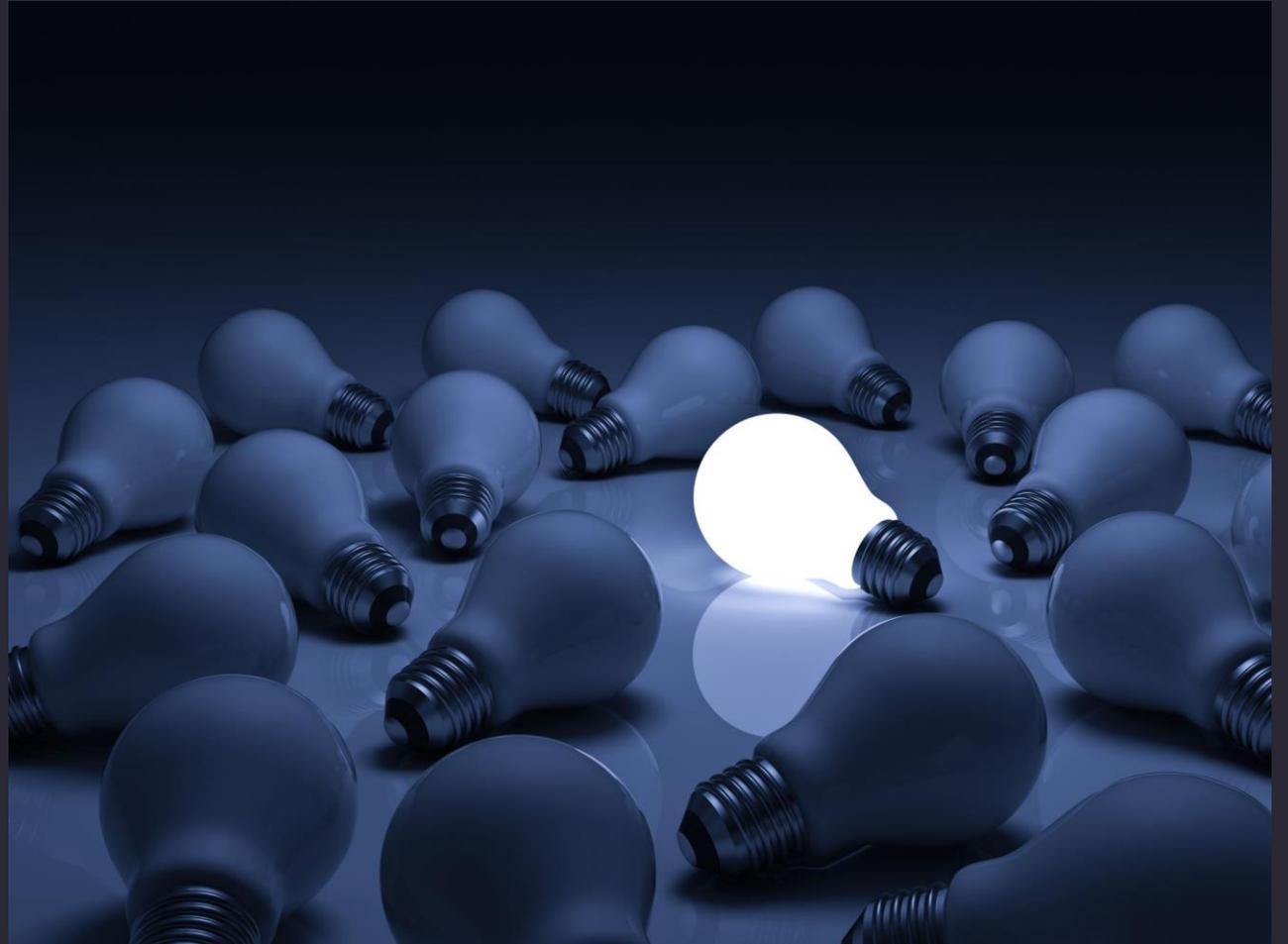
Do you have a specific focal area?



Current Stage of Research

Have you identified a legitimate gap?

Is what you are interested in unique and contributing NEW knowledge?



Current Stage of Research

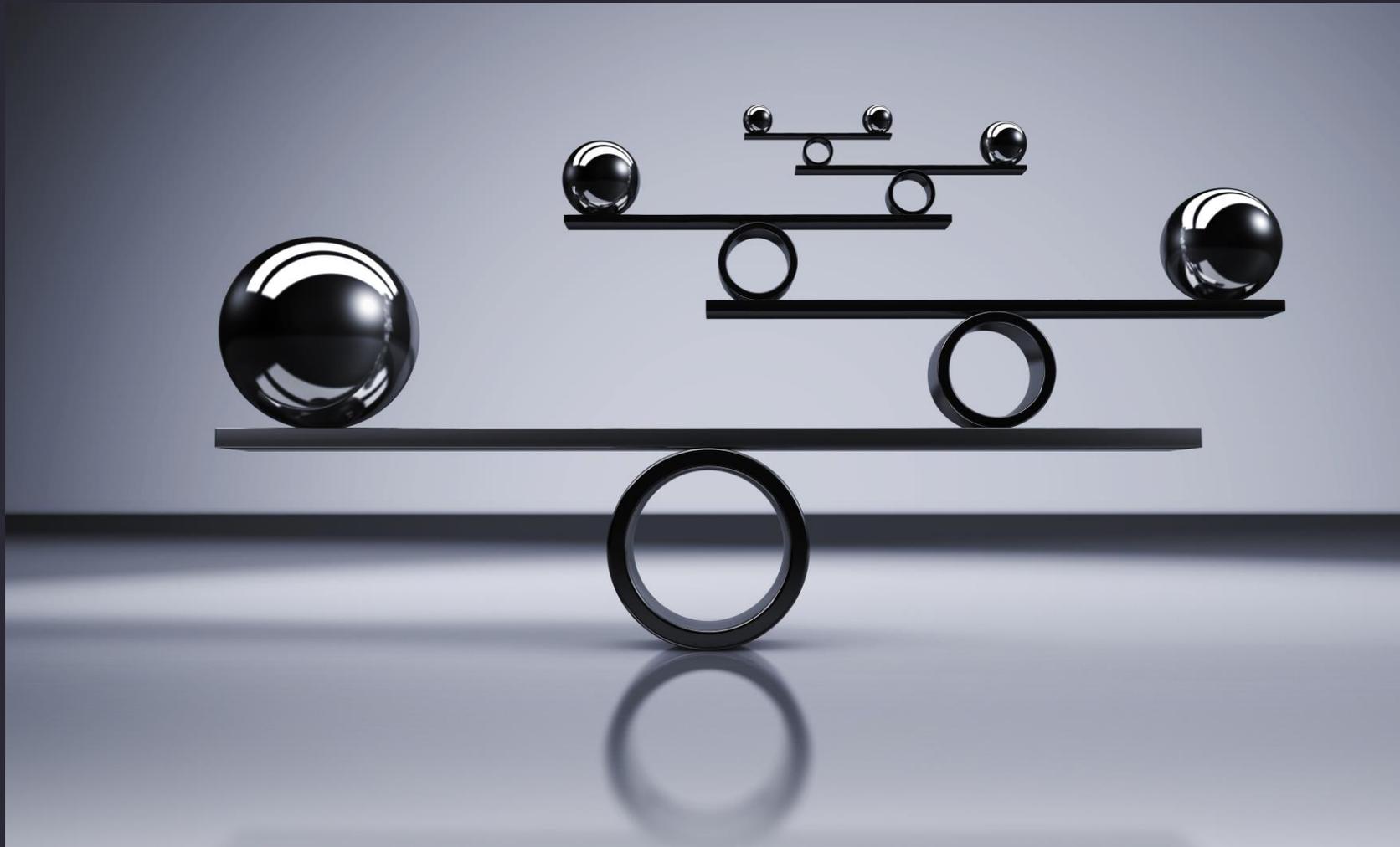


What are specific questions/issues that you are facing in the process?

What are some roadblocks that you are facing?

Foundation to Research

Foundations to Research



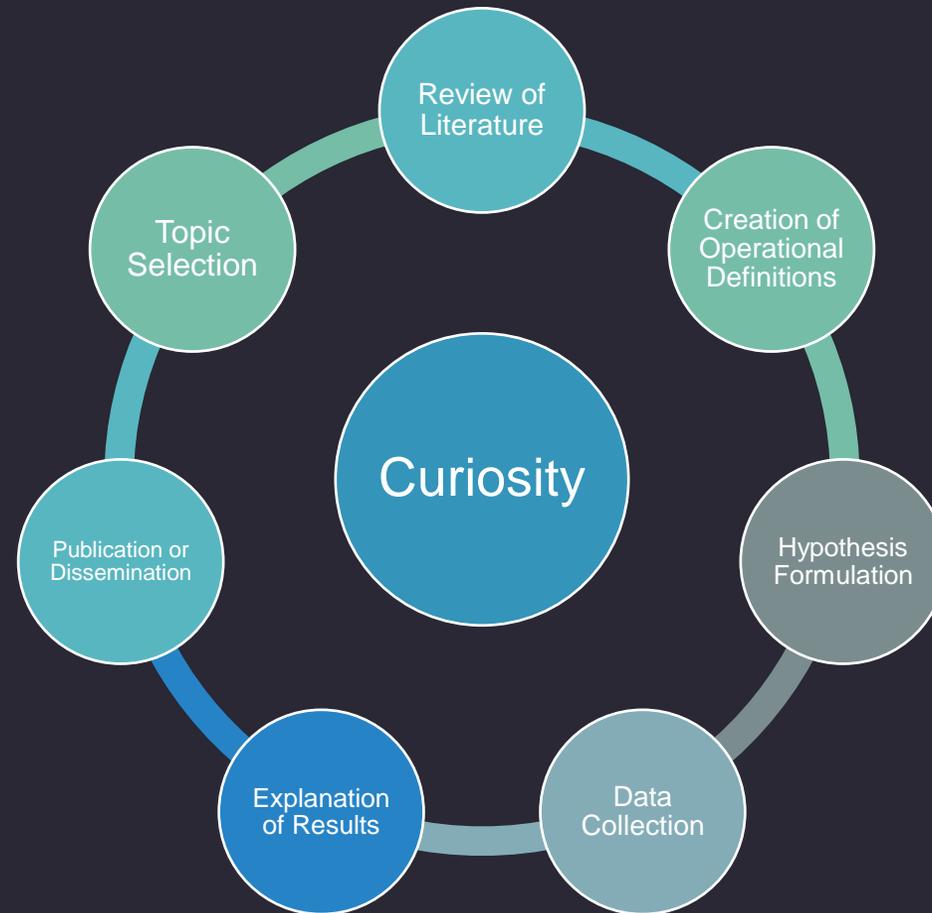
Goals of Research

Know your goals of research.

Keeps in mind research is often a micro step building from those that “came before you.”

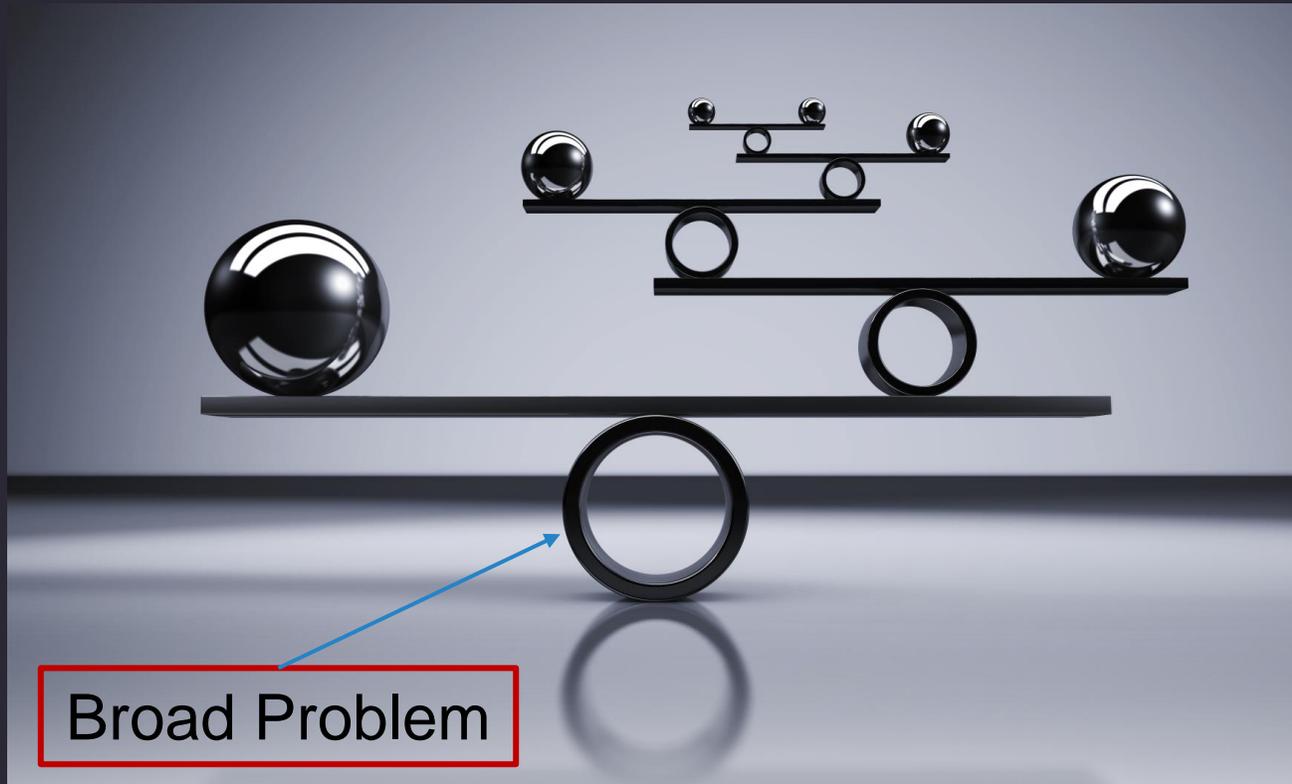


Cyclical Nature of Research



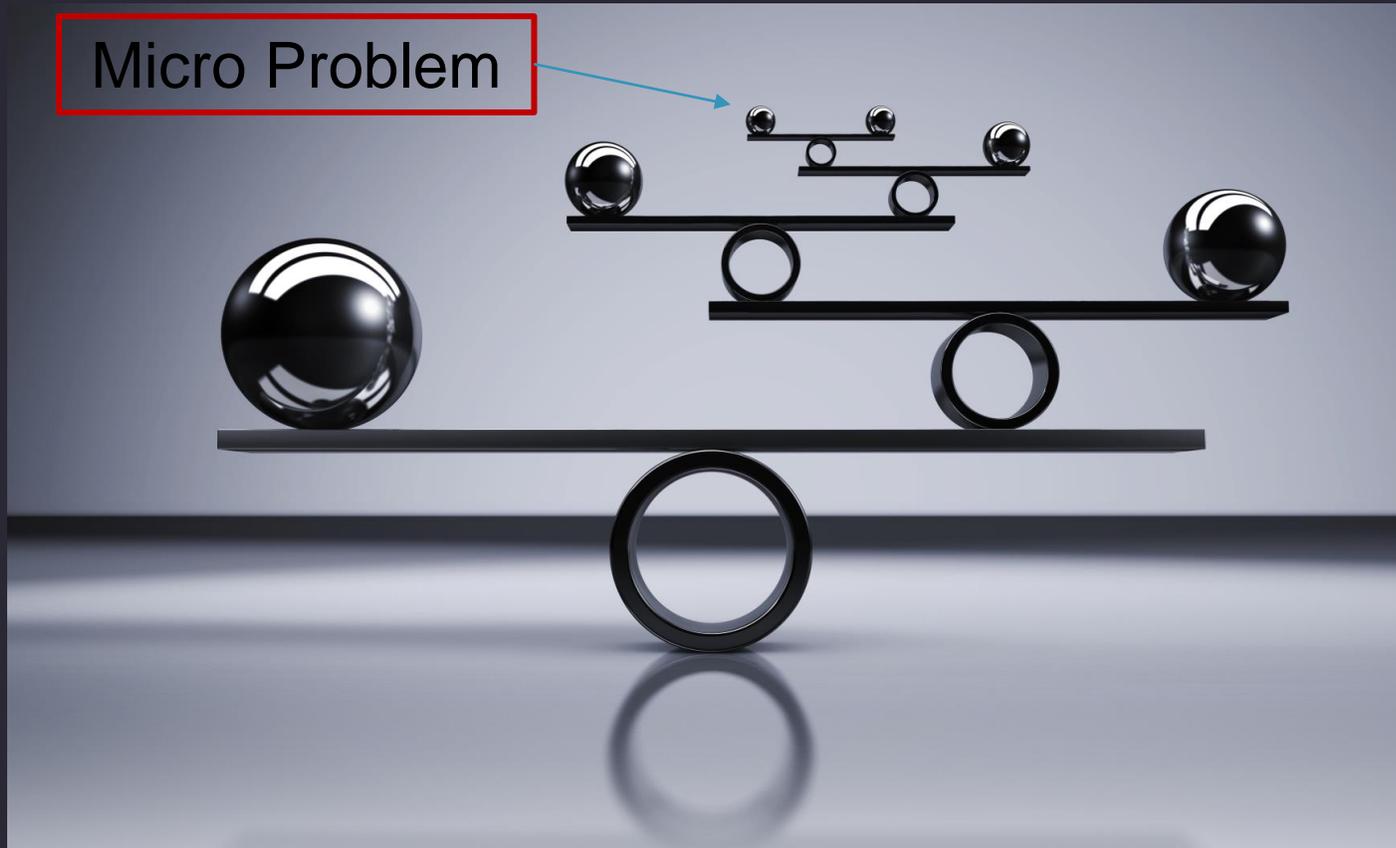
(Dane, 2011)

Foundations to Research



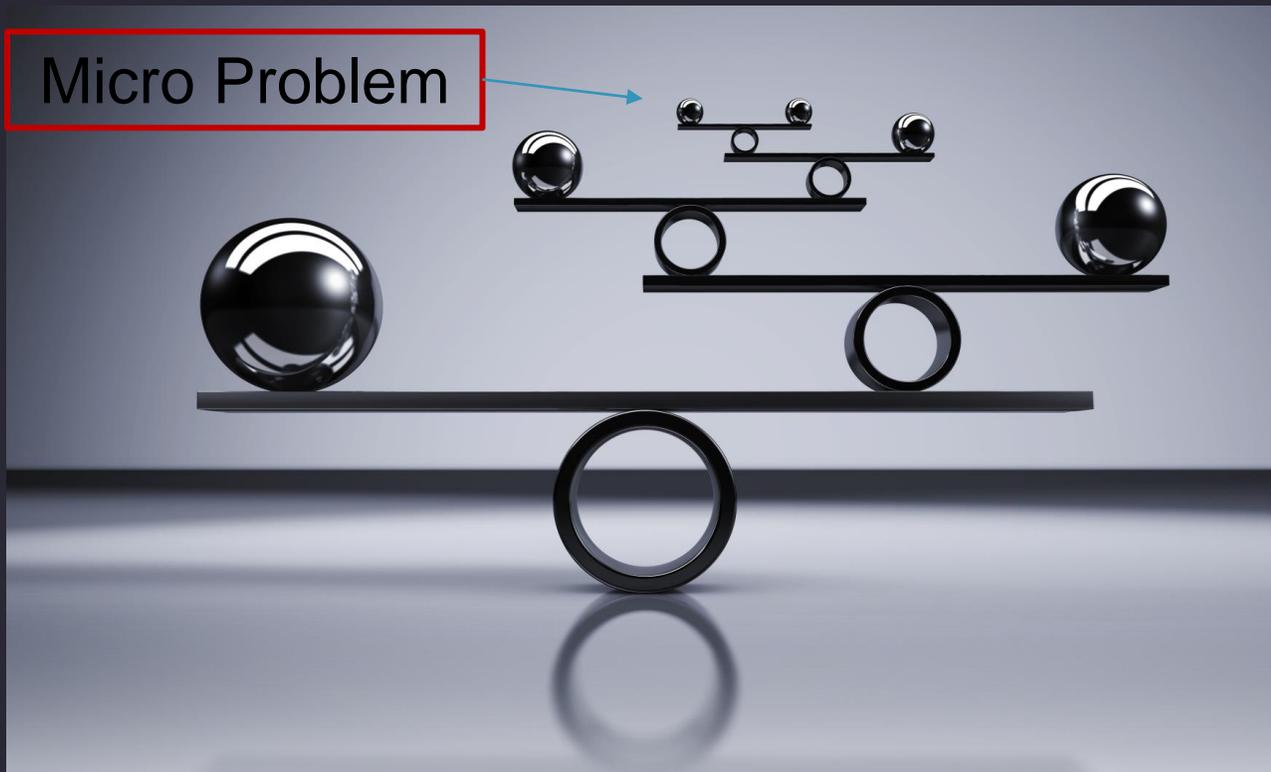
What is the broad problem that you are examining?

Foundations to Research



What is the micro problem/question that you are examining?

Foundations to Research



Your goals should as a researcher:

1. Identify the broad problem
2. Discover how others have explored the problem before you
3. Uncover the gaps that still exist
4. Develop a study that can investigate one of those gaps (micro problem)

Research Approaches

Goal of Research	Description	Abstract Question
Exploratory Research	Seeking to determine if a phenomenon exists	Does it exist?
Descriptive Research	Differentiating phenomenon from other phenomenon or attempting to characterize it in a more complete manner	What are its characteristics?
Predictive Research	Identifying relationships to provide knowledge about some thing by knowing about another thing	To what is it related?
Explanatory Research	Seeking an explanation by examining a cause-effect relationship between two or more phenomena	What causes it?
Action Research	Research to solve a social problem	Can this be used to solve a problem?

Methodological Thinking

Deductive Logic

Using what is already known to determine what data to collect and what it will mean

Inductive Logic

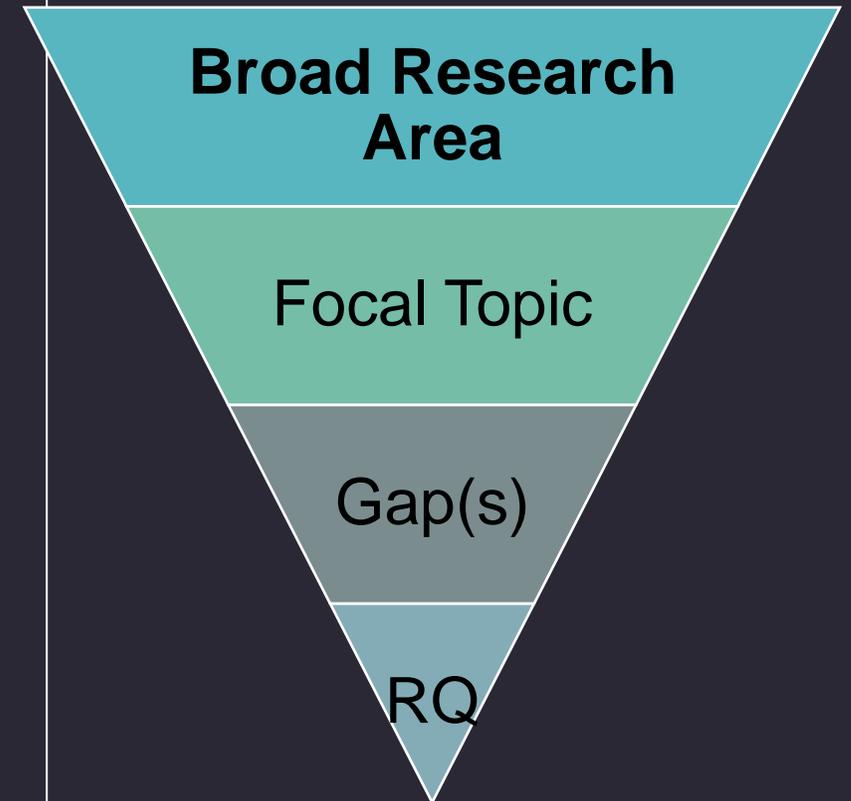
Using data to develop concepts and theories

- Hypotheses must come from existing literature – deductive logic
- If limited knowledge on a topic, study primarily utilizes inductive logic
- Many studies utilize a combination of both types of logic

Discovering the Micro Problem (RQ)

Identify Broach Research Area

Examine the literature
Identify areas of exploration
Start “Circling” the topic



Discovering the Micro Problem (RQ)

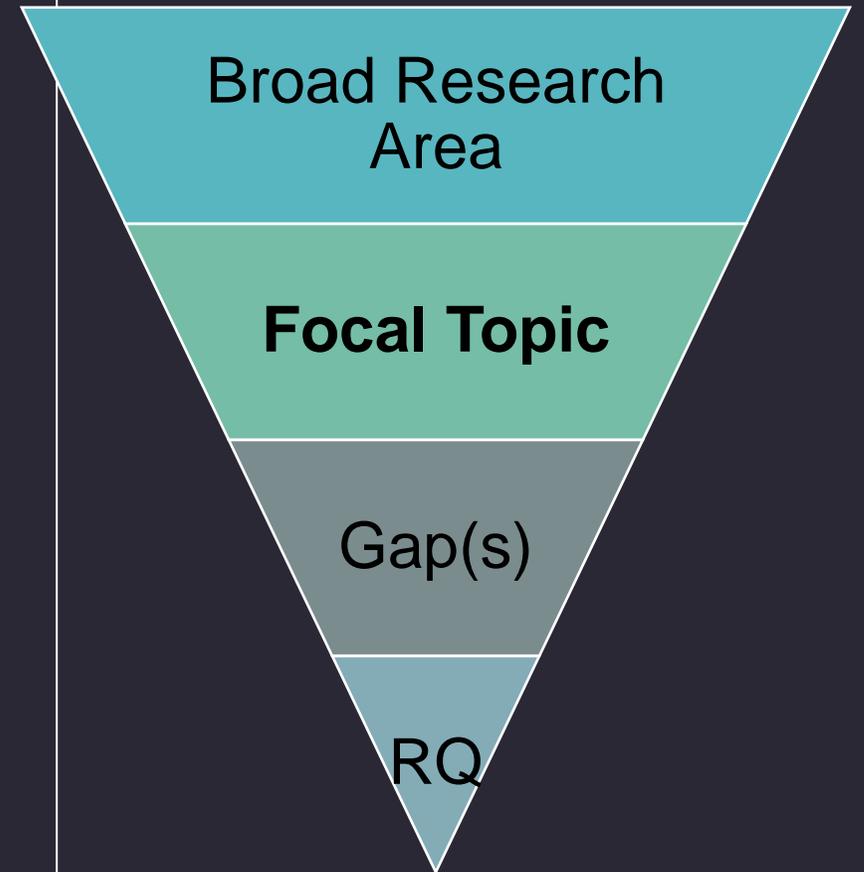
Identify Your Broad Problem (Focal Topic Area)

How long can you love that focal area?

Why is it meaningful to you?

What is it meaningful to your field?

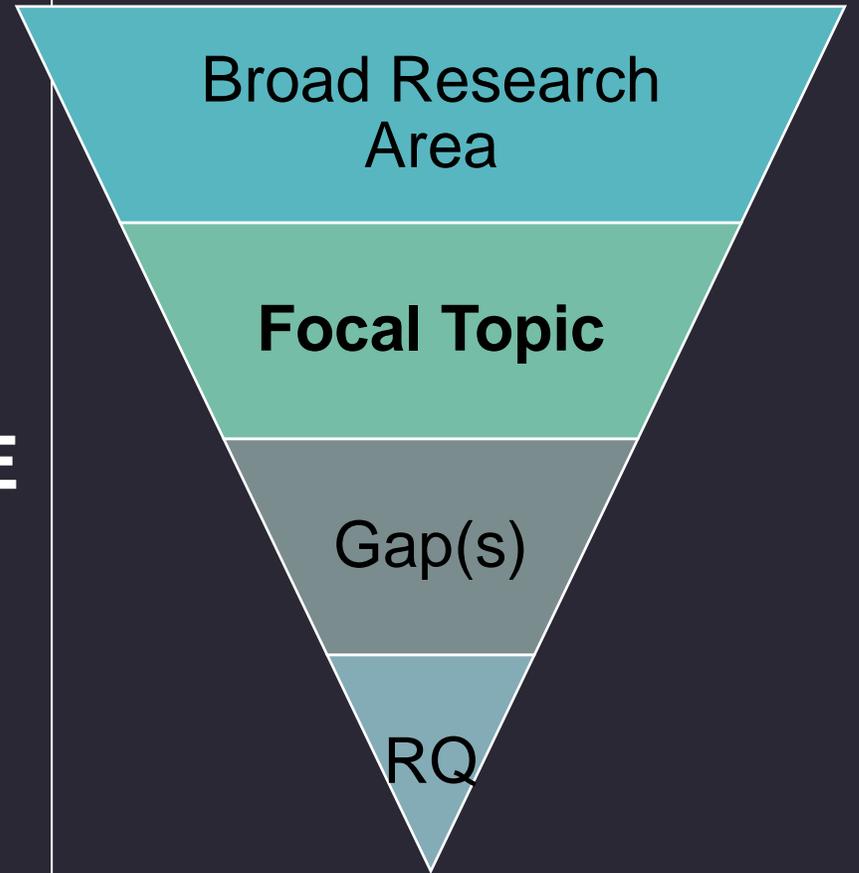
Why is it meaningful to society?



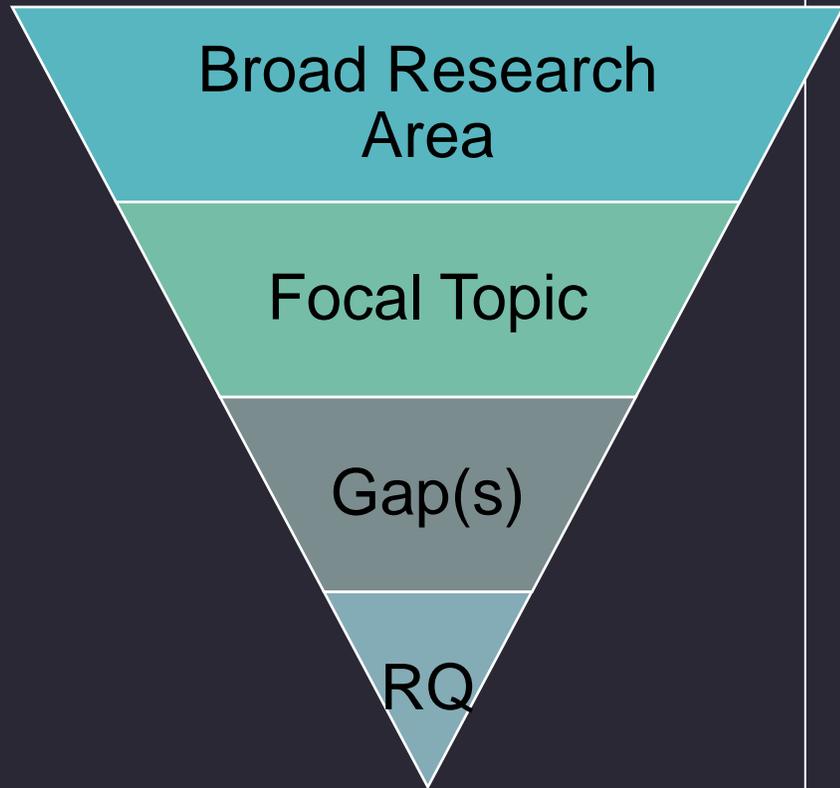
Foundations to Research

Get to know the literature

**YOU NEED TO BE AN EXPERT IN THE
LITERATURE OF THAT PROBLEM
(FOCAL AREA)**



Foundations to Research



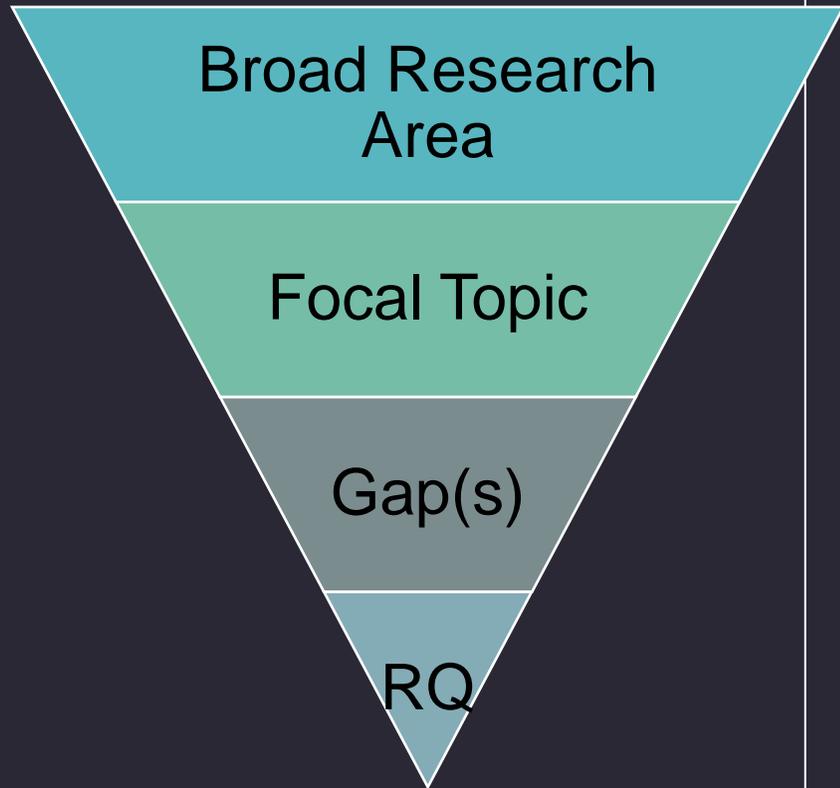
Identify the Gap(s) in the Literature

Use the literature

Is this a gap worthy of exploring?

Will studying this help contribute to furthering knowledge in your field?

Foundations to Research



Identify the Micro Problem

Create Your Research Question(s) based on addressing this micro problem

What methodological approach is appropriate?

Designing Your Study

Having a Research Mindset

- Use the literature as a guide, NOT anecdotal information
- **YOU ARE NOT PROVING ANYTHING!**
 - The hypothesis is supported or not supported



Having a Research Mindset



- Discuss with **EXPERTS**
- Put on your **INVESTIGATOR** hat
- Be careful and cautious with words

Designing Your Study

Start with Alignment

- **Title**
- **Purpose**
- **Research Question(s)**
- Hypothesis(es)
(Quantitative)
- Synthesizing Question(s)
(Qualitative)

Designing Your Study

What does alignment mean?

- Title, purpose, and research question(s) utilize similar wording
- ***Should be able to identify purpose of study by reading the title***

Designing Your Study

What does alignment mean?

- Hypotheses (quantitative) ***must*** support research questions
- Synthesizing questions (qualitative) ***must*** support research questions

Designing Your Study

**Why is
alignment
important?**

- Generates cohesion
- Clearly identifies what the study is regarding
- Keeps the researcher(s) on track
- Provides the foundation

Designing Your Study

How to Check

- **Write it down**
- **Adjust as your study shifts**

Alignment Assessment

- Title
- Purpose
- Research Question(s)
 - Hypotheses (Quantitative)
 - Synthesizing Question(s) (Qualitative)

Designing Your Study

Tips

1. Find the gap (READ LITERATURE)
2. Brainstorm ideas
 - Generate initial purpose and RQ(s)
3. Design theoretical framework
4. **ASSESS and ADJUST** purpose and RQ(s)
5. Create hypotheses or synthesizing questions
6. Identify context of study and general research design

Designing Your Study

Tips

7. Write title and purpose
8. Align title, purpose, and RQ(s)
9. Write the background to the problem
- 10. ASSESS and ADJUST** title, purpose, and RQ(s)
11. Write literature review
- 12. ASSESS and ADJUST** title, purpose, and RQ(s)

Format and Structure

Format and Structure

Follow the
guidance provided
by UMES.



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Format and Structure

Follow the
guidance provided
by *your* specific
department and
advisor



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General



Chapter 1

Introduction to the Study or Statement of the Problem



Chapter 2

Review of the Literature



Chapter 3

Methodology of the Study



Chapter 4

Results of the Study (quantitative)
Findings of the Study (qualitative)



Chapter 5

Discussion and Conclusions



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Format and Structure - ORLD



Chapter 1

Introduction



Chapter 2

Literature Review



Chapter 3

Theoretical Framework (quantitative)
Conceptual Framework (qualitative)



Chapter 4

Research Design and Methodology



Chapter 5

Results of the Study (quantitative)
Findings of the Study (qualitative)



Chapter 6

Discussion and Conclusions



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Chapter 1 (Introduction of the Study)

- Broad Introduction to the Study
- Background of the Problem
- Trends in the Literature
- Significance of the Study
 - Scientific
 - Methodological
 - Theoretical
 - Practical Significance
- Scope of the Study
- Definitions and Key Terms
- Summary and Organization of the Study



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Chapter 2 (Review of the Literature)

- Overview of the Chapter
- Review of the Literature
 - Organize to “tells a story”
 - Highlight what is known
 - Point to what is missing
 - Explain why that missing knowledge is a problem



Chapter 2 (Review of the Literature)

- Theoretical or Conceptual Framework (***ORLD students see next slide***)
 - How does theory inform this study?
 - What is missing from theory that this study may help to explain?
- Gap in the Literature
 - Final points as to why this study is necessary
- Summary of the Chapter



Chapter 3 - (ORLD students ONLY)

(Theoretical or Conceptual Framework)

ORLD utilizes a distinct chapter for the theoretical/conceptual framework

- Overview of chapter
- Theory(ies) or concepts from which study is derived
 - How does theory inform this study?
 - What is missing from theory that this study may help to explain?
- Conceptual or theoretical model of the study
- Research questions
- Hypotheses or synthesizing questions
- Summary of the chapter

Chapter 3 - (ORLD – Chapter 4)

(Methodology of the Study)

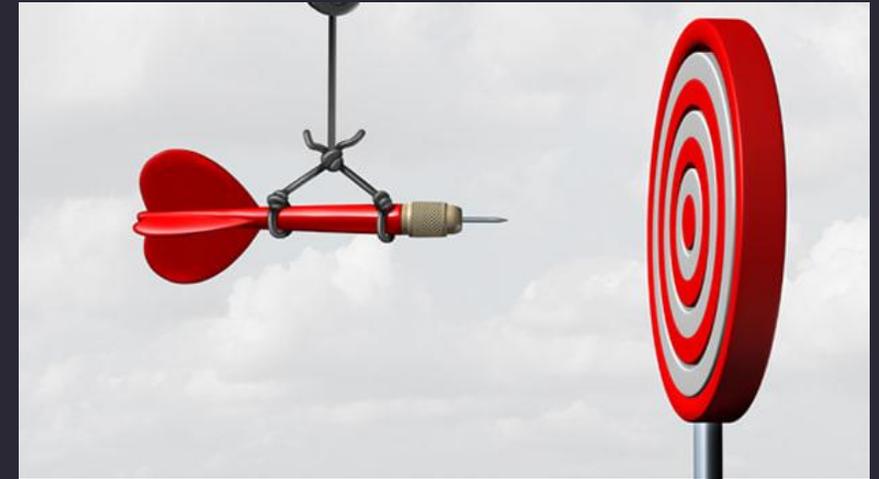
- Overview of the Chapter
- Methodology and Research Design
- Context (if relevant)
- Sample
- Ethical Practices – IRB Protocols
- Data Collection
- Data Analysis
- Reliability and Validity
- Role of the Researcher (Qualitative)
- Limitations and Delimitations of Methodology and Research Design
- Summary of the Chapter



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Chapter 4 - (ORLD – Chapter 5) (Results/Findings of the Study)

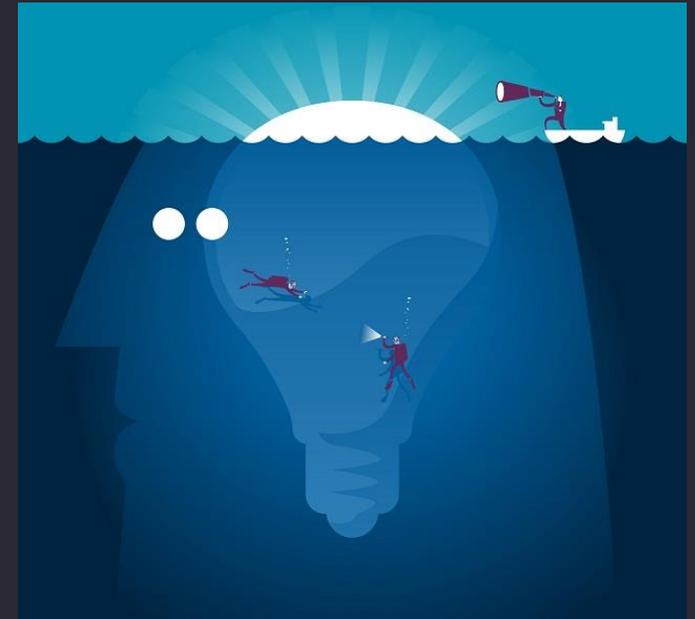
- Overview of Study
- Results of the Study (quantitative)
 - Demographic and/or descriptive analysis
 - Reliability and validity analyses
 - Instrument analysis, reliability analysis, assumption testing, validity testing
 - Hypothesis testing
 - Results should be relative to each hypothesis



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Chapter 4 - (ORLD – Chapter 5) (Results/Findings of the Study)

- Findings of the Study (qualitative)
 - Demographic and/or descriptive analysis (if applicable)
 - Findings relative to synthesizing questions
 - Findings relative to research question(s)
- Summary of Chapter



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Chapter 4 - (ORLD – Chapter 5) (Results/Findings of the Study)

NOTE:

This chapter ***IS NOT*** for interpretation!!

It is ***merely*** reporting the results or findings of the study.



Chapter 5 - (*ORLD – Chapter 6*) (Discussion and Conclusions)

- Summary of the Study
- Discussion
 - Discuss the results/findings relative to the literature
 - Each hypothesis or synthesizing questions discussed relative to the literature
 - INTERPRET WHAT YOUR STUDY REVEALED!!!

Chapter 5 - (*ORLD* – Chapter 6)

(Discussion and Conclusions)

- Discussion
 - RQ(s) discussed relative to the literature
 - ADDRESSING what ***YOUR*** study indicated in comparison to what was known in your scientific field prior to your research

Chapter 5 - (*ORLD* – Chapter 6) (Discussion and Conclusions)

- Limitations and Delimitations of the Study
- Significance of the Study
 - Scientific
 - Methodological and Theoretical
 - Practical Significance
- Relevance to Organizational Leadership (*ORLD*)
- Implications for Future Research
- Summary
- Conclusion

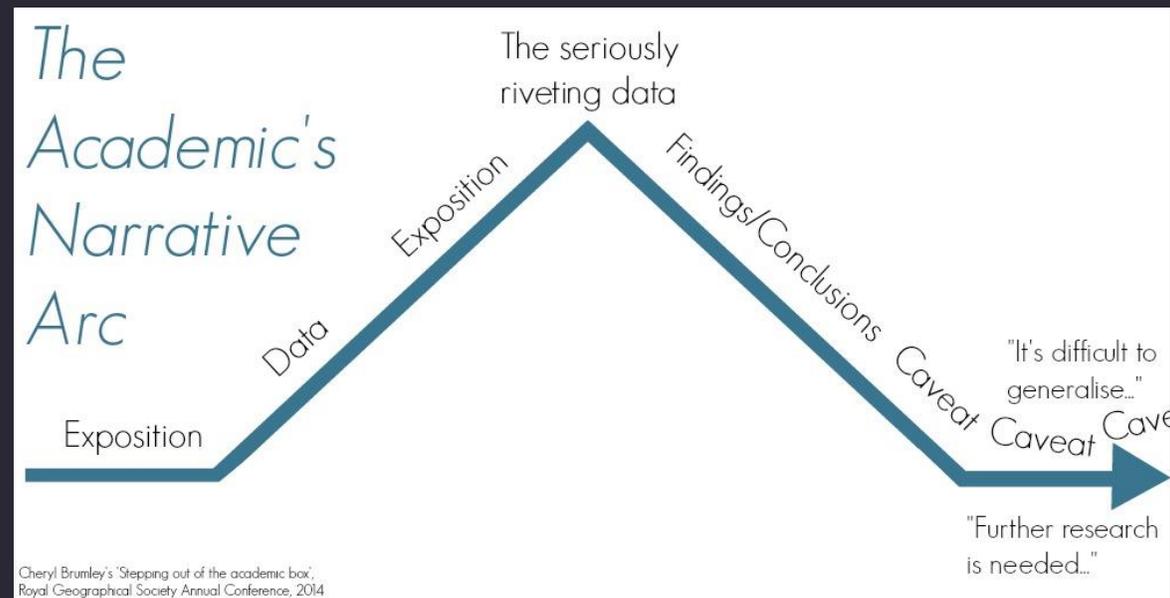
Final Pieces

- References
- Appendices



Format and Structure

- Utilize UMES guidelines
- Citation and reference format dictated by your program
 - APA common in social sciences



Citing Sources

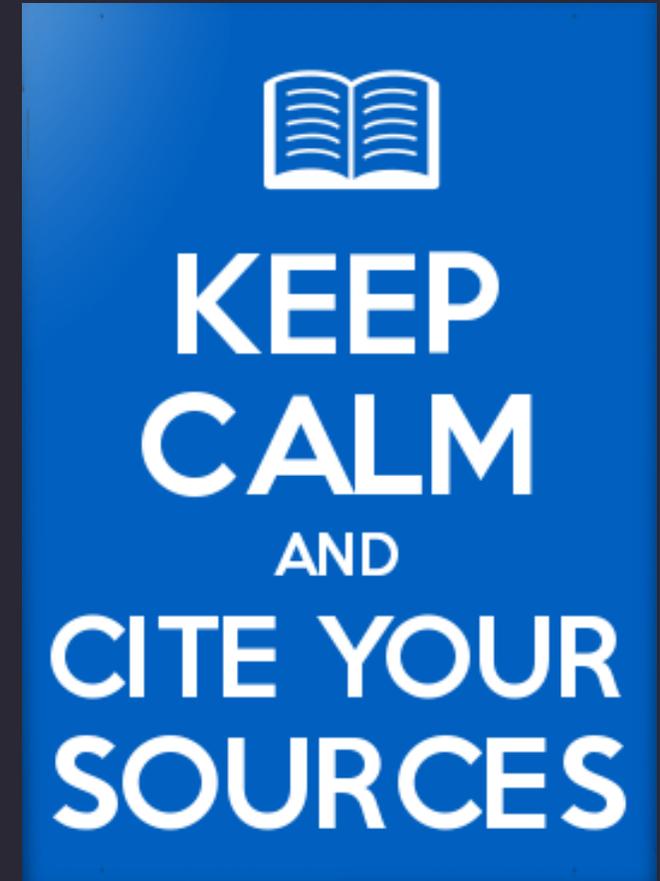
Citing Sources

“Cite the work of individuals whose ideas, theories, or research have directly influenced your work.”

- American Psychological Association, 2020, p. 253

Citing Sources

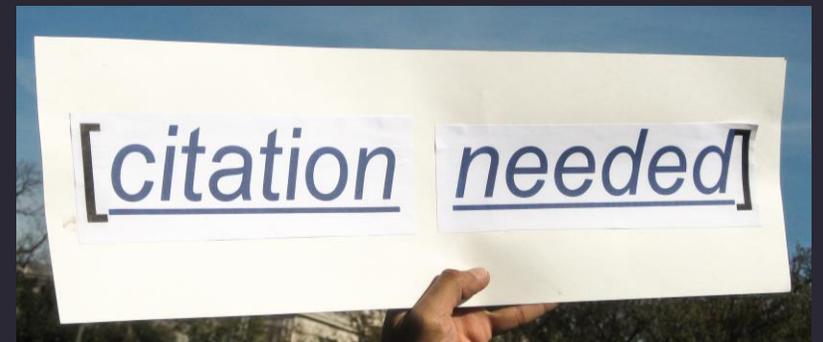
- Only cite work that:
 - You read and ideas that are incorporated!!
- Use work that both supports and diverges from your argument
 - This builds a better foundation for your research



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Citing Sources

- Cite **PRIMARY** sources
 - Try to avoid citing sources that are cited in another article
 - Go to the source
 - Ensures accuracy of information
- Credit ideas to sources in building **YOUR** theories and arguments



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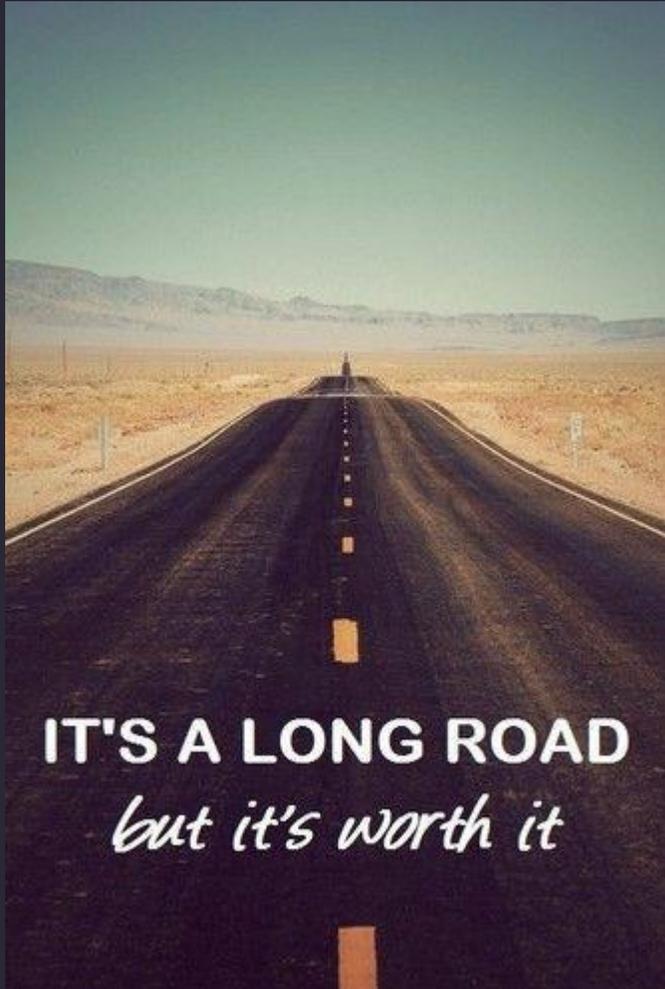
Citing Sources

- Use a combination of paraphrasing and direct quotations
- Paraphrase
 - Either use a parenthetical or narrative citation
 - ***Parenthetical*** – End of paraphrased sentence
 - Cats in space turn blue (Smith, 2020).
 - ***Narrative*** – In-text in beginning of sentence
 - Smith (2020) indicated that cats in space turn blue.

Citing Sources – Direct Quotations

- Short Quotations (less than 40 words)
 - Appears within the paragraph
 - Enclosed in quotation marks
- Two formatting options:
 - Author name, data, and page number of reference follows the quotation
 - “Quotation” (Smith, 2020, p. 106).
 - Author and date precedes the quotation, followed by quotation, then page number of the reference
 - Smith (2020) stated, “quotation” (p. 106).

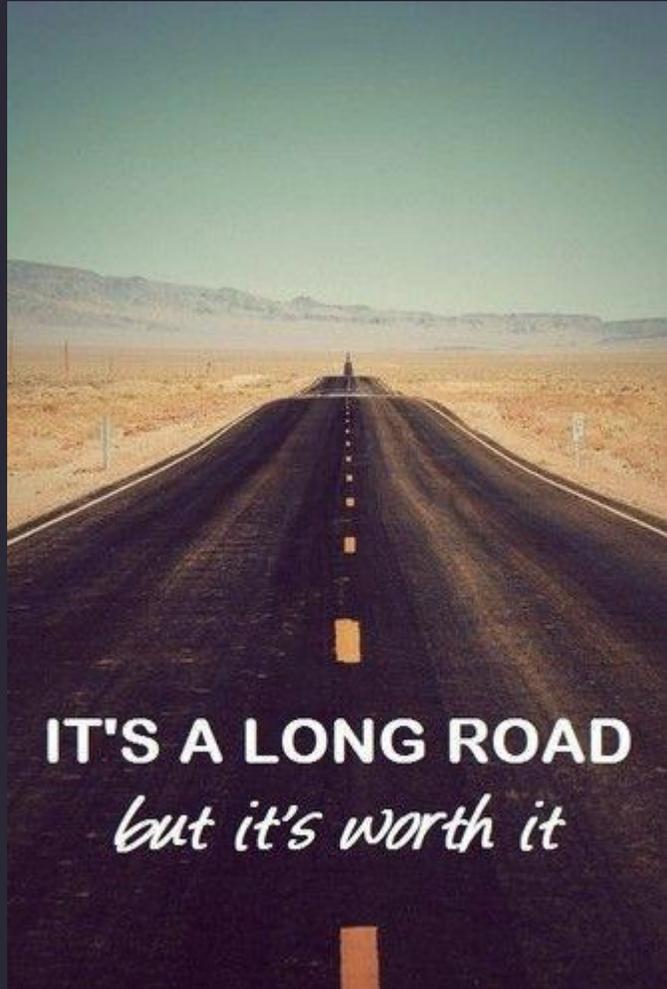
Citing Sources – Direct Quotations



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- Long Quotations (40 words or more)
 - Display as a freestanding block of text
 - Omit quotation marks
 - Start on a new line
 - Indent block half an inch from left margin
 - Same position as new paragraph

Citing Sources – Direct Quotations



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- Long Quotations (40 words or more)
 - Quotation block is double spaced
 - Cite the author(s), year, and page number at end of quotation *after the final punctuation mark*
- Unless author and year cited before the quotation, then just page number

Citing Sources – Direct Quotations

Long Quotations Example (40 words or more)

According to Edmondson and McManus (2007),

To advance management theory, a growing number of scholars are engaging in field research, studying real people, real problems, and real organizations. Although the potential relevance of field research is motivating, the research journey can be messy and inefficient, fraught with logistical hurdles and unexpected events. (p. 1155)

Citing Sources

- Avoid undercitation
 - This can lead to plagiarism or self-plagiarism
- Avoid overcitation
 - Distracting and unnecessary
 - You DO NOT need to repeat the same citation every sentence
 - As long as, source/topic has not changed

Citing Sources – Avoiding Overcitation

Within the same paragraph, when the name of the author is part of the narrative, you ***do not*** need to include the year in subsequent **NONPARENTHETICAL** references.

- As long as the study cannot be confused with other studies
- ***NOTE:***
 - Any initial citation in subsequent paragraphs needs the author and year
 - Parenthetical citations need to have both name and year within the same paragraph.

Citing Sources – The Bottom Line

- This is how you support your assertions
- Avoids plagiarism
- Lends credibility to your work
- Review APA (7th edition) – Chapter 8



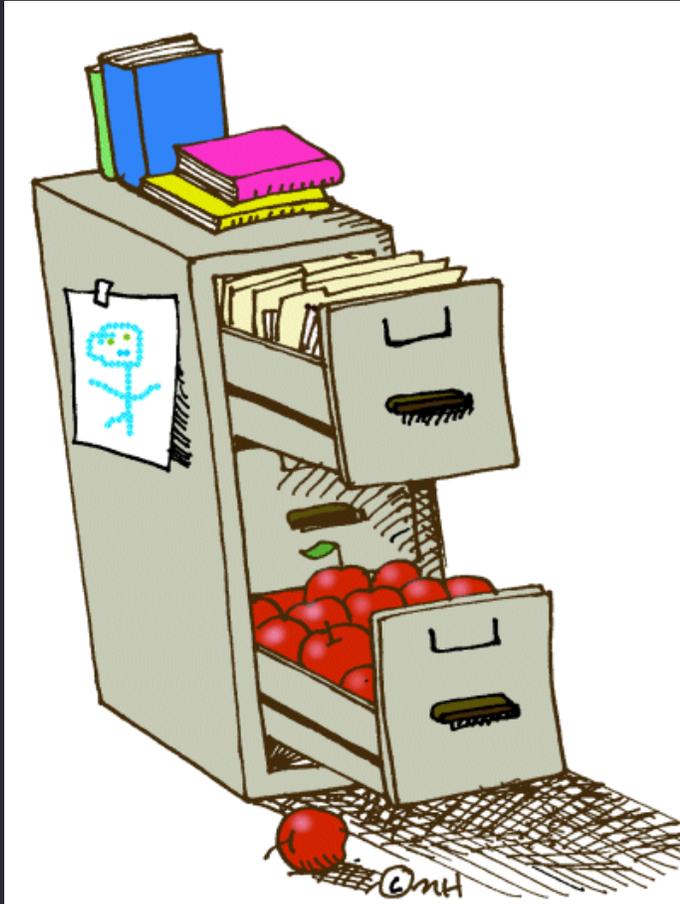
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Resources

Resources



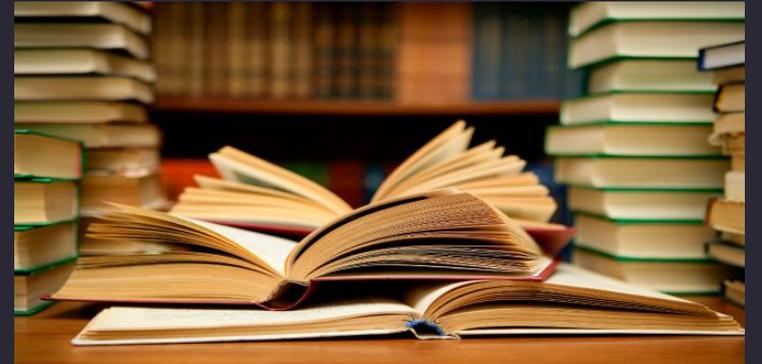
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- Department
 - Chair
 - Advisor
 - Professors with specific expertise
- Department formatting guidelines
- [UMES Guide to Preparation of Theses and Dissertations](#)
- Peer mentors
- Books & articles

Resources – Books & Articles

Writing & Literature

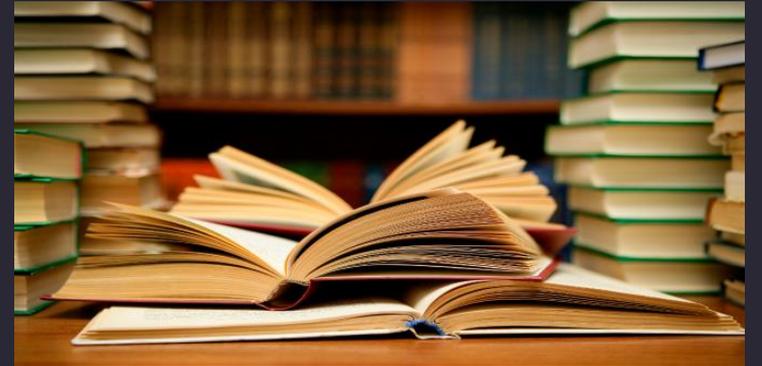
- Academic Story Telling
 - Pollock, T. G., & Bono, J. E. (2013). Being Scheherazade: The importance of storytelling in academic writing. *Academy of Management Journal*, 56(3), 629 – 234. doi: 10.5465/amj.2013.4003
- Literature Review
 - Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin.



Resources – Books & Articles

Translating Research to Words

- Morgan, S. E., Reichert, T., & Harrison, T. R. (2017). *From numbers to words: Reporting statistical results for the social sciences*. New York, NY: Routledge.

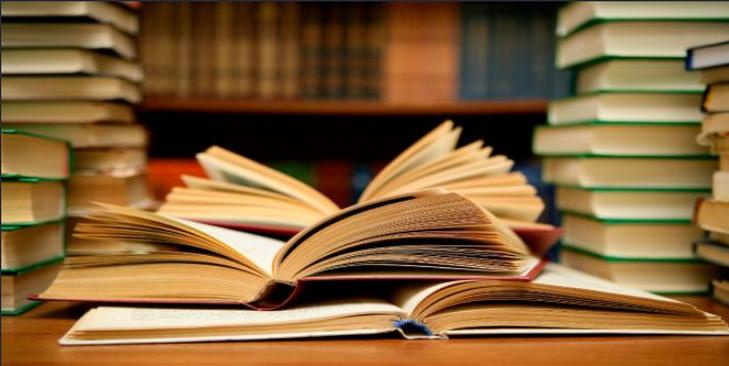


Resources – Books & Articles

Methodology

(primarily social science)

- Research Design

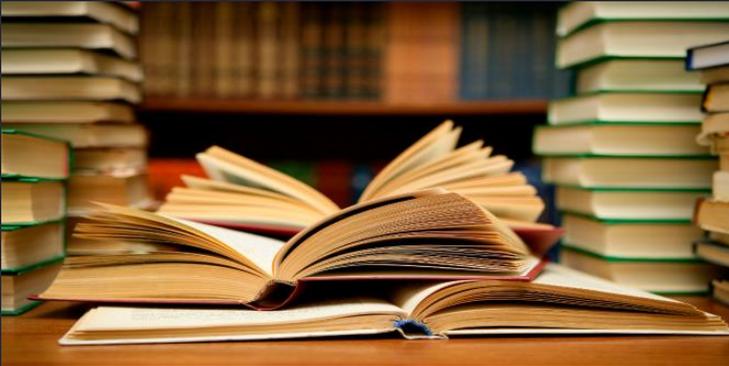


- Brewerton, P., & Millward, L. (2004). *Organizational research methods: A guide for students and researchers*. Thousand Oaks, CA: Sage Publications, Inc.
- Daniel, J. (2012). *Sampling essentials: Practical guidelines for making sampling choices*. Thousand Oaks, CA: SAGE Publications, Inc.

Resources – Books & Articles

Methodology

(primarily social science)



- Research Design

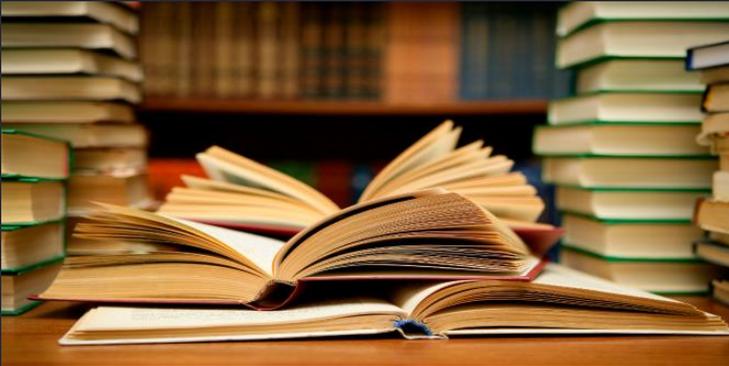
- Fowler, F. J. (2014), *Survey research methods*. Los Angeles, CA: Sage Publications, Inc.
- Loseke, D. R. (2017). *Methodological thinking: Basic principles of social research design*. Thousand Oaks, CA: Sage Publications, Inc.

Resources – Books & Articles

Methodology

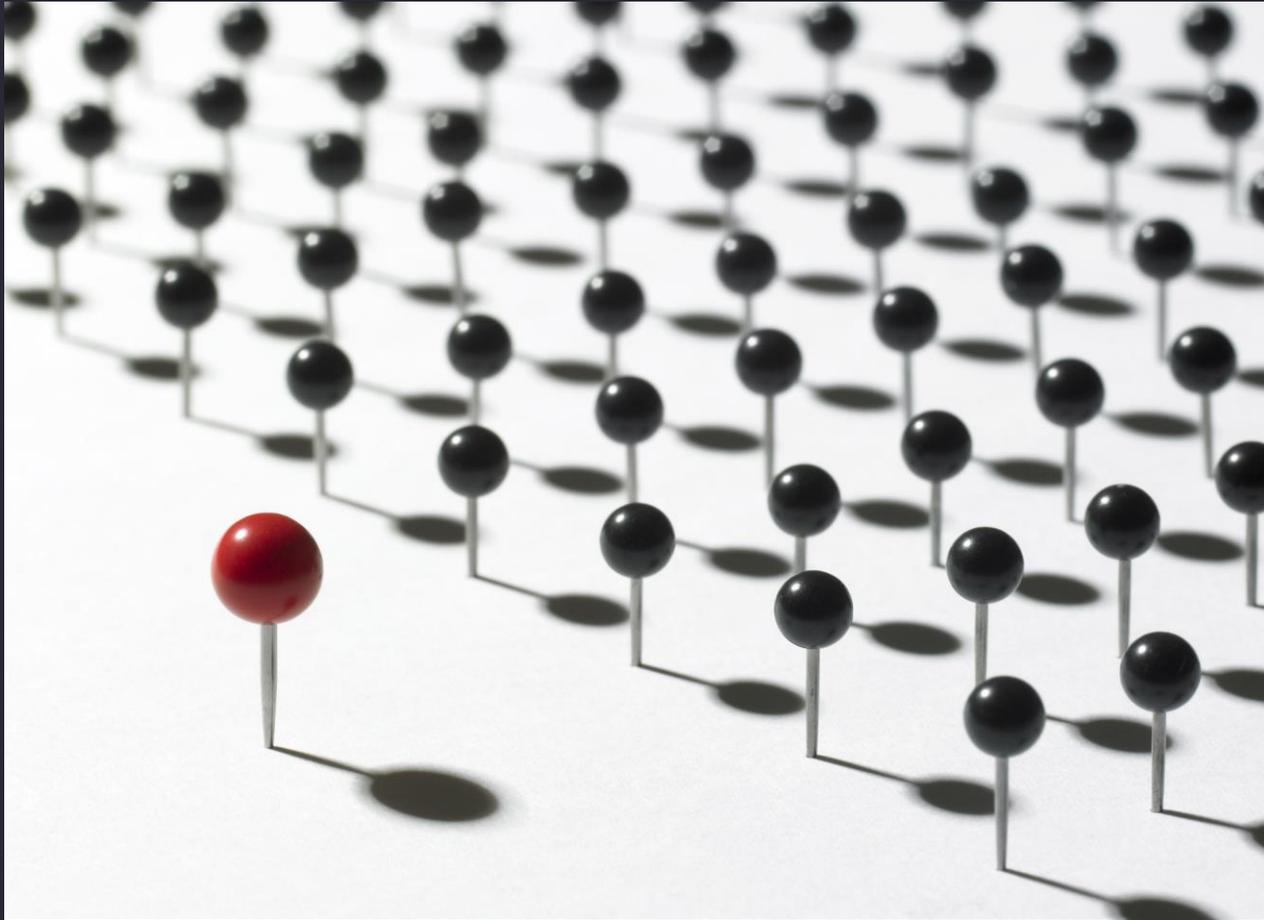
(primarily social science)

- Understanding Research
 - Dane, F. C. (2011). *Evaluating research: Methodology for people who need to read research*. Los Angeles, CA: Sage Publications, Inc.



Tips for Success

Tips for Success



- Prior research informs your study
- Be flexible
- Remain open to other options

Tips for Success

- Synthesize literature to support your study
- ***Listen to feedback***
- ***Cite your sources***



Tips for Success



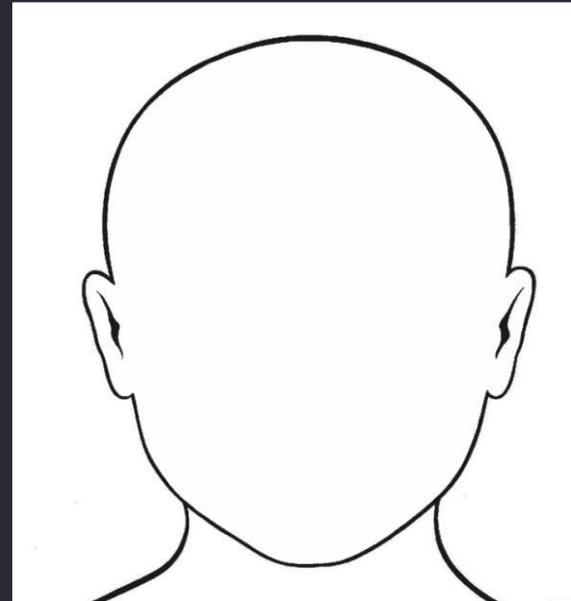
- You must be *passionate* about the topic
- IT WILL NOT BE PERFECT

Tips for Success

Your thesis or dissertation is an academic story
(based on research)

“Every story, even the driest, has a human face. Draw it well and put it on display, for to readers it is a mirror and a magnet”

(Flaherty, 2009, p. xv)



References

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th Edition)*. APA.

Brewerton, P., & Millward, L. (2004). *Organizational research methods: A guide for students and researchers*. Thousand Oaks, CA: Sage Publications, Inc.

Dane, F. C. (2011). *Evaluating research: Methodology for people who need to read research*. Los Angeles, CA: Sage Publications, Inc.

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Pollock, T. G., & Bono, J. E. (2013). Being Scheherazade: The importance of storytelling in academic writing. *Academy of Management Journal*, 56(3), 629 – 234. doi: 10.5465/amj.2013.4003