The Academy of Human Resource Development
Graduate Student Research Colloquium
Offered in conjunction with the 2016 Academy of Human Resource Development International Research Conference in the Americas | Jacksonville, Florida

February 17 – February 20, 2016

**CLASS STARTS ON WEDNESDAY, FEBRUARY 17**

In the past, this course has involved participation by students and faculty from a number of universities including the following:

- 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
  - HOL 8720: Seminar - Applied Research in Human and Organizational Learning
- 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
- University of Arkansas
  - VAED 660v: Special Topics in HRD,
- University of Georgia
  - EADU6000 Directed Study in Occupational Studies
- University of Houston
  - HRD 6397 Special Problems in HRD
- University of Illinois, UIU
  - CHRE 595 Independent Study
- University of Minnesota
  - OLPD 5610 Survey of Research Methods and Emerging Research in HRD
- University of Wisconsin—Milw.
  - AD LDSP 779 Emerging Research in HRD & Adult Education
- University of Louisville
  - ELFH 696: Independent Study
- University of Texas at Tyler
  - HRD 6359 Advanced Research Seminar in HRD
- University of Southern Mississippi
  - HCD 780 Emerging Research in HCD
COURSE LOGISTICS

As part of the Graduate Student Research Colloquium (abbreviated as the colloquium) requirements, students are expected to be present at the conference site from early morning on Wednesday, February 17 through late Saturday, February 20, 2016. To maximize their experiential learning, students are required to attend all sessions offered during the pre-conference period (Wednesday morning through Thursday at noon), as well as the full conference (Thursday afternoon through Saturday evening). There are no exceptions to this attendance requirement for students interested in receiving course credit.

Students are fully responsible for arranging their own transportation and lodging. Hotel information can be found on the AHRD website. Finally, students are expected to arrive in Jacksonville, FL by the evening of Tuesday, February 16. For other important pre-conference logistics, please contact the course instructor at your university.

Registration
If you are currently enrolled in an academic program that supports your participation in the colloquium, contact the instructor regarding registration. If you are not currently a member of an institution that is supporting the colloquium, you have two options: (1) contact a faculty member at your institution to determine if s/he would support your participation in the colloquium as part of a directed study or research-related project for academic credit; (2) contact one of the above institutions to enroll in the colloquium.

If you need assistance with these issues, please contact the colloquium coordinators:
- Dr. Toby Egan, University of Maryland, tobyegan@umd.edu Ph# 317/938-9111

As part of colloquium participation, you must do two things: 1) register for the full conference; and 2) register for the colloquium. Go to www.ahrd.org for details.

Conference Location
Omni Jacksonville Hotel
245 Water Street
Jacksonville, FL, USA 32202
Phone: 1+(904) 355-6664
Website: http://www.omnihotels.com/hotels/jacksonville

Make Your Reservations: 1-800-THE-OMNI and refer to “AHRD” Annual Conference”
to receive the group rate
Room Rate: $139 plus tax (single/double)
Room Block Deadline: Tuesday, January 26, 2016
Reserve your Room online:

Managing Expenses
Former student participants have identified sharing a room with another student(s) as an important cost savings strategy. Contact your instructor or colleagues/peers to determine if this is possible. Starting to immediately investigate air travel options is also important as prices may rise as the travel dates approach. A modest continental breakfast and snacks are typically available as part of the conference and hors devours are commonly available during Thursday, Friday and Saturday evenings. As noted in the hotel information, a variety of affordable restaurants and food courts are within brief walking distance.

Course Instructors
Your university should have an instructor responsible for your colloquium participation. She or he will make a final determination regarding course requirements beyond your on-site participation during the colloquium in St. Louis, MO. However, if you are not currently affiliated with a sponsoring institution, but would like to participate in the colloquium, please contact either one of the colloquium coordinators (contact information listed above).

Although a number of faculty and guest speakers will participate in the colloquium delivery, the onsite scheduling and coordination of the colloquium will be facilitated by Dr. Toby Egan.
SYLLABUS

COURSE DESCRIPTION
Participants in this colloquium will examine various aspects in HRD, including: the role of research, research paradigms, critical issues and emerging themes, and the role of professional organizations. They will also learn how to evaluate and critique HRD research. For master’s students, this course provides an opportunity to explore the means to incorporate research into practice and to build a professional identity as a scholarly practitioner. For doctoral students, this course provides a venue for sharing research work and to explore the path to establish a scholarly identity and an academic career. This course is offered in association with the annual conference of the Academy of HRD.

COURSE OBJECTIVES
Upon completion of the course, participants should be able to:
1. Describe the role of research in HRD.
2. Describe the role of theory in HRD.
3. Understand research paradigms and related methods used to conduct and report research.
4. Describe the standards for good research in HRD.
5. Outline the criteria to use in evaluating research in HRD.
6. Critique and, with a team, present a critique of a conference paper.
7. Describe how HRD research is reviewed and published and the standards used to review and judge papers submitted for publication.
8. Develop an action plan for building a professional identity.
10. Provide critiques of AHRD conference programs, presentations, and activities.

COURSE OUTLINE
This course consists of 48 contact hours and includes on-campus learning at your respective institution as well as large and small group work during the AHRD conference. The course also requires individual outside work to complete the assignments. A detailed schedule providing timelines for each area emphasized below will be provided.

Pre-Conference Meeting(s), before February 17
- The number of meetings will be determined by your sponsoring instructor and the meeting(s) will be held at your institution.

During the Conference Meeting
Students will meet in three formats during the course:
1. Learning Community: Large group sessions with all colloquium participants, featuring panel presentations and facilitated discussion from HRD scholars and practitioners.
2. Breakout Groups: Smaller groups facilitated by course instructors in separate rooms.
3. Presentation Groups: Three to five students collaborating to critique a conference article and present results.

Wednesday, February 17, 9am – 6pm
- Welcome and Introduction Session (all student participants and faculty facilitators).
Breakout Sessions

Doctoral/Master’s/Graduate Colloquium

- Introductions, overview of syllabus, and course schedule
- Research symposium – mock research concept/proposal defense (depending on where the student is in her/his research journey)
- Developing a scholarly identity - HRD Scholar Panel
- Action planning for a scholarly career

Thursday, February 19, 9am – 12pm

Break Sessions

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<th>For Doctoral Students</th>
<th>For Master’s/Graduate Research Students</th>
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<td>• Writing studio</td>
<td>• Group presentations of research critiques</td>
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- Closing Session of the colloquium and Welcome Session to the Conference (all student participants and faculty facilitators)

Thursday afternoon, February 18 - Saturday evening, February 20
- Participate fully in conference activities; see conference program and proceedings CD

Saturday afternoon, February 20, 5:30pm
- Learning Reflection Session (all student participants, Dr. Toby Egan)

Post-Conference Meeting(s), after February 20
- The number of meetings will be determined by your sponsoring instructor and the meeting(s) will be held at your institution.

REQUIRED READINGS

- Swanson, R. A., & Holton, Elwood F. III. (2005). Research in organizations: Foundations and methods of inquiry. San Francisco: Berrett-Koehler. [The text should be completely read prior to attending the first class session in St. Louis, MO. Some schools may use a different or additional text. So make sure you consult with the course instructor of your institution.]
- Additional readings available on the AHRD course website.

SUGGESTED ASSIGNMENTS

The following assignments serve as examples of learning deliverables as a result of participating in this course. However, each sponsoring instructor has the right to adjust course assignments or alter the grade points address different learning needs of the students. In the case where students choose to complete assignments from the following list only, they must complete a minimum of 100 points. If more than 100 points are completed, the points will be apportioned back to 100 points. All papers must be prepared using word processing, double spaced, and submitted to the instructor of your institution for a grade. See language expectations in the following section. Grades will be assigned as follows:

1. Participate in the Colloquium portion of the course. (10 points; required of all students)
   (Criteria: 10 points = full attendance, active participation, insightful comments, appropriate use of class time, use of generally accepted small group dynamics, etc.)
2. Write a 5-7 page reflection paper to report the major learning takeaways from the conference colloquium, as well as overall experience with the conference. (20 points)

3. Write a 5-7 page report on a special conference event; include a summary and a critique. (20 points)

4. Write a 5-7 page report on one (or more) of the many Food 'n Thought activities; include a summary and a critique. (20 points)

5. Write a 6-8 page reflection paper on a selected research symposium (consisting of 3-4 full papers); including summary and a critique of presentations (30 points)

6. Select one of the published full papers. Write a 9-11 page paper suggesting how the theme of the paper could be pursued using alternative research paradigms. Address questions such as the follows. How would the research problem need to be stated differently? How would the methodology change? Why would one paradigm be chosen over another? What would fit best for your interests? Why? (40 points)

7. Develop a 9-11 page proposal for an action research project you will conduct with a real-life organization of your choice (your client). In your proposal, identify one critical issue you are interested in addressing; describe the significance of the identified issue to your client; and design an action research project you and your client will engage in addressing the issue (be specific about the research methods and processes to be followed). (40 points)

8. Develop a 9-11 research proposal for a full paper you will submit to AHRD conference next year. In your proposal, identify your research purpose and questions; provide a review of related theory and research, describe the research methodology you will use, and discuss the potential contribution of your topic to HRD. For an empirical study proposal, you also need to identify prospective study participants, describe proposed data collection methods and analysis. (40 points).

All assignments must be submitted to your sponsoring instructor By April 29, Friday, 5pm; Or, the date established by your sponsoring instructor. Earlier submission is encouraged.

GRADING

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<th>Points</th>
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<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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Incompletes
A grade of I (incomplete) will not be assigned except in the case of a documented emergency. Late assignments will be penalized as identified with each project. Extra work to raise a grade is not permitted.

Make-up Assignments
There will be no make-up assignments nor may they be redone.

Scholastic Misconduct
Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work." Students who participate in any of these activities will receive an F in this course and will be subject to their university's disciplinary action.

PARTICIPATION/ACTIVE LEARNING APPROACH
Class participation will be considered in determining final grades. This grade will be based on the assumption that:

a) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.

b) Student participation will reflect prior preparation of presentations and completion of reading assignments.

c) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of "I" statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of appropriateness of amount of class time being used by an individual student; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.

INCLUSIVE LANGUAGE
It is imperative in this class, as well as important in an educational setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usages such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g., "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she), or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of client or other organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which schools and other organizations operate will be expected.
The instructors recognize that both they and students may occasionally "slip" with regard to inclusive language; gentle and courteous reminders will help us all to continue to grow in this regard.

**PREPARATION OF WRITTEN ASSIGNMENTS**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. It is not expected that you will be a master typist; correction of errors in pen will be acceptable.

All written work should be produced in such a way that they are easy for the instructors to read. They must be double spaced. All pages should be numbered. All written work should be produced in Times New Roman 12-point font. Use only left justification for your margin (i.e., each line will end at a different place). This practice reduces considerably the reading time. Papers must meet these criteria in order to be graded. It is preferred that papers submitted by e-mail. If submitted as hard copy, please use a staple, not a paper clip, to hold the document together.

We assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.
2. its = possessive
   it's = contraction for it is
3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.
4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end-then. There is still a role for a hyphen, however, e.g., "up-to-date resume."
5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax.
   Poor: *Any student* caught smoking in the halls will have *their* cigarettes confiscated.
   Better: *Any student* caught smoking in the halls will have *his or her* cigarettes confiscated.
   Best: *All students* caught smoking in the halls will have *their* cigarettes confiscated.
   Tense agreement:
   Poor: Jones and Smith (1984) *discuss* what happens when managers give bad performance appraisals. They *reported* about what happened in five companies.
   Better: Jones and Smith (1984) *discussed...reported...*
   Better: Jones and Smith (1984) *discussed...reported...*
6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.
7. Quotation marks always go outside periods and commas, e.g., "...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.

10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.


**SPECIAL FACILITIES AND/OR ARRANGEMENTS**

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform one of the instructors at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation. The venue for this year’s conference appears to have the capacity to accommodate individuals with hearing, mobility-related and other disabilities. Contact the hotel and your instructor for more information regarding travel, hotel and conference accommodations.

**SEXUAL HARASSMENT**

Sexual harassment is prohibited. Complaints about sexual harassment should be reported to a course instructor, or AHRD President or Board member. Such an experience should also be reported to the appropriate office at your institution. Participating universities will have their own policies, which should be followed.