

Doctoral Students' Monthly Messenger

From the Department of Educational Administration
And Human Resource Development

MAY 2016

Upcoming Conferences

2016 Carnegie Project on the Education Doctorate will be hosted by Portland State & Washington State Universities in Portland, Oregon, June 6 – 8. Click [here](#) for more information.

2016 International Conference on E-Learning in the Workplace will be held in New York City at the Columbia Faculty House from June 15—June 17. Click [here](#) for more information. **2016 Building Learning Communities Education Conference** will be held at the Boston Park Plaza Hotel, July 20—22. Click [here](#) for more information.

2016 American Association of University Professors Summer Institute will be held at Portland State University in Portland, Oregon, July 21– 24. Click [here](#) for more information.

2016 Collaborative Educational Programs for the Americas (CEPA) Leadership Consortium will be held at El Tropicano Riverwalk Hotel, San Antonio, Texas, October 27-28. Click [here](#) for more information.

On 2016 AERA

EAHR Connect asked Dr. Nafukho: “Of the ideas discussed at this year’s AERA Conference, what was the most compelling?”

Dr. Nafukho: “The insightful, scholarly and compelling presentation made by Dr. Douglas Fuchs, during his acceptance of the 2016 AERA Distinguished Contributions to Education Research Award. Dr. Fuchs in his introductory remarks correctly pointed out that meta-analysis research results of randomized control trials (RCTs) of medical studies produced conflicting results. Dr. Fuchs then paused a critical question, ‘what do these medical findings mean to be an educational researcher in the 21st century?’ His question made me reflect on the call to rigorously conceptualize and assess the effectiveness of instructional interventions which go beyond a focus on achievement scores and embrace a holistic perspective on instructional innovations as would be conceived in the broader disciplines of educational research that goes beyond RCTs.”

Conference/ Registration Fees

Need money to attend a conference for your presentation? EAHR GRAB (Graduate Representative Advisory Board) may help you. EAHR and GRAB graduate students in the department to pursue and present scholarly work in conferences. Scholarship funds have been established to help students for this purpose. The detailed information is available at: <http://grab.tamu.edu/travel>

****Congratulations****

Congratulations to the following students on their recent job offers. We are proud of you! You are an example and inspiration.

Dr. Lolita Tabron
Assistant Professor
Department of Educational Leadership and Policy Studies
Mordridge College of Education
University of Denver

Dr. Sonya Hayes
Assistant Professor
Louisiana State University

Dae Seok Chai (ABD)
Assistant Professor at Western
Michigan University

For more information about
Dr. Douglas Fuchs, click [here](#).

Spotlight on Faculty

Dr. Gwendolyn Webb-Hasan, Associate Professor



EHR Connect interview Dr. Webb-Hasan

For incoming doctoral students:

Pick your passion. If you decide to pursue a doctorate, it comes with great sacrifice. When you quit your job, you make a significant sacrifice and if you're not working on your passion, it will grow old. Every class you take you should be thinking, "how can I do a piece of my passion in this class?"

Start a resource file. Summarize every article you read and write what you remember about that article in your own words. Build upon these articles for support. After a year you will say, "look how much I've read this year."

Make a connection with at least a small group in your cohort. Someone you can depend upon to say "can you read this?" Buy an APA manual. When I came in to my doctoral program, I didn't know how important this would be to a professor.

Find an outlet for every paper you write, see if you get it published. Even if the answer is no, you're going to get feedback. You will grow tough skin and you will get used to getting feedback. **Exercise your thoughts** to expand the work of the great scholars who wrote the scripts before us. Make it deeper. Apply it to new contexts. Find a scholar outside of your program that you can develop a relationship with and ask them to be your distant mentor. Email that person. Tell them what you think about their work. Ask them some questions. Professors, especially those who have been around for as long as they have, would love that.

For doctoral students in the last year of their program:

Touch your topic every day. Even if it's for 10 minutes. Some people rush and get a whole lot of work done in a short period of time and then they get so burnt out, they might not look at it for 2 or 3 weeks. A lot of times what happens because we get so rushed we did all of that and it's painful to go back and reflect. Some people get so pressured at the end of their program that what happens is what Claude Steele calls stereotype threat.

Think about your research. In this process at the end of your program you have to have time to think. You've been doing to do for the last 2 or 3 years. If you don't think about what you've learned, can you really adequately apply it? Reflection is hard work. Journal as you reflect because sometimes you may lose a thought. You might be able to come back to that and expound. If you're so busy typing up your methodology, you're not thinking "does that make sense? Do I need more than 5 people to talk to? Should I really do phenomenology?" Think about it. That capstone experience has to be thoughtful. You want your work to be thoughtful and deeply structural, whether it's qualitative or quantitative. Journal, reflect, think, and enjoy.

Encourage yourself at times and say "that work felt good," because your professor might give you back that draft and it's got so much stuff written on it that you can't even look at it for three days. So the stuff that you do well, encourage yourself. A lot of times we don't stop to do that because we're so busy getting to the next project.

Family, at the beginning, during, and after your program, you have to keep paramount. Our program is important, but there is nothing more important than family. There has got to be some time every day where they are the center of your attention, whether it's to the baby or to the husband, that family is the most important and everybody has to learn how to do that mix by themselves.

What is your current research?

In June, Dr. Pat Larke and I have a book coming out called *Cultivating Achievement Responsive Empowerment [CARE] for African American girls* in which we look at African American girls in academic contexts.

We ask the question: "What is a little girl thinking about when she thinks about herself academically?" What does it say when I show a picture of Gabby Douglas to a group of 6th grade girls, and a picture of Beyoncé, and Beyoncé is beautiful, and Gabby is just ok? This is not knocking people who want to be Beyoncé, but are we keeping the door open for girls who might want to be Gabby Douglas? Girls should have choices. Everybody should have choices, but you can't have choices unless you are exposed to possibilities. (cont.)

For example we have a chapter written by a father who has been incarcerated for the last 15 years talking about his 5 girls and what he wants for his girls. We've got a mother talking about what it means to raise three girls. Then we have educators talking about what's happening in math, what's happening in science, what's happening in sport? What's happening with African American women in sport? What is the support that's necessary to participate in sport and be a scholar at the same time? What things should we be thinking about black girls? We have a chapter on black hair. What are little girls' perceptions of all the different styles and what it means?

We also got a seed grant and will be interviewing African American girls who have been suspended more than once to get their perceptions of why they have discipline problems in school. We have done focus groups with girls who are on track for STEM careers, but we don't want to lose track of those kids who might not be in the STEM discussions. We want to talk to the children that having behavioral issues and finding out why – to get their perceptions of teachers. Dr. Larke is going to talk about it from the curriculum aspect and I am going to talk about it from the leadership aspect. What should a principal know and be cognizant of as it relates to African American girls? We want principals to have some thoughts and perspectives based on research at least to start with: "This is what middle school girls are saying about being suspended. That is a data point for you. What you do with it will depend on you."

Graduate Students at AERA 2016

What was your favorite thing about AERA 2016?

The AERA app! This helped formulate a schedule customized to your interests. You could create your schedule by looking up presenters, or sessions by themes. There was also a feed to let you know about special events, such as flash book sales by publishers. With over 10,000 presentations, this app made it possible to navigate the sessions and activities.

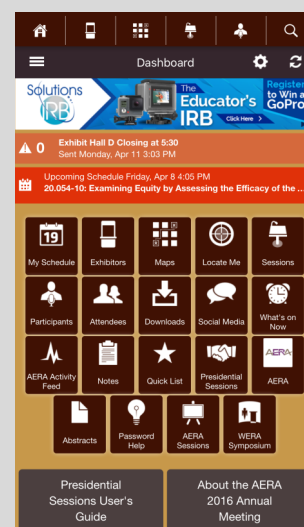
"A highlight for me was seeing two books for which I wrote chapters being exhibited by the publishers." ~ Nahed Abdelrahman

"The international conversation. I was able to talk to faculty and their students from across the globe." ~ Lixia Qin

"I received feedback on my paper, and I met some of the researchers that I cited in my previous studies." ~ Elsa Villarreal

"Reconnecting with old mentors and friends and connecting with other scholars. This was my first time to present a paper at AERA. It was a great experience." ~ Susanna Hernandez

"I really enjoyed the (SIG #27) Graduate student workshop entitled 'Writing for your Life: Building a Writing Life to Successfully Publish in the Academy.'" ~ Victoria Carter-Jones



Awards

- ★ **Nahed Abdelrahman**—Graduate Student Award (K12)
- ★ **Dae Seok Chai**—Graduate Student Award (HRD)
- ★ **Soo Jeoung Han**—CEHD Strategic Research Award for the year 2016-17
- ★ **Melika Shirmohammadi**—CEHD Strategic Research Award for the year 2016-17
- ★ **Michael Munro**—2016 Phil Hatlen Award for excellence in leadership and innovative changes in the field of Visual Impairment. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired.
- ★ **Michael Munro**—2016 SFASU Braille and Cane Club (faculty sponsor) Natalie Barraga Award recognizes excellence in public school programs for students with visual impairments. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired.

Presentations and Publications

- Abdelrahman, N. (March, 2016). *Teacher Education in Egypt Post Arab Spring: Case Study*. Paper presented at American Educational Research Association annual conference. Washington, D.C.
- Abdelrahman, N., & Irby, B. J. (2016). Hybrid learning: Perspectives of higher education faculty. *The International Journal of Information Communication Technologies and Human Development*. 8(1), 1-25.
- Carrillo, J. & Villarreal, E. (March, 2016). *Literature supported English Language Learner Teaching strategies practicum report*. Report presented at the conference of National Association for Bilingual Education (NABE), Chicago, IL.
- Druery, D. & Villarreal, E. (April, 2016). *Creating community in the classroom: Decreasing first day of class anxiety among students*. Paper will be presented at the conference of Wakonse South, Burnet, TX.
- Druery, D.M., Novasincski, L.A., & Williams, V. (March, 2016). *Parental engagement in middle schools: An urban education leadership perspective*. Texas Middle School Conference. Arlington, Texas.
- Druery, D.M. & Villarreal, E. (April, 2016). *Creating community in the classroom: Decreasing first day of class anxiety amongst students*. Wakonse South Conference on University and College Teaching. Burnet, Texas.
- Druery, D.M. (April 2016). AERA. Discussant Role. *Innovative Practices in co-teaching and collaborative evaluation of preservice student teachers*. Druery, D.M. (April 2016). A scoping analyses of the challenges facing African American principals: 2000-2015. AERA Dialogic Forum. Washington, D.C.
- Druery, D.M. (April, 2016). *Fifteen years of experience with little change: What African American female principals reveal*. National Association for Multicultural Education. Denton, Texas.
- Fink, G. & Carruth, A. (2016). *Student organization advising with a human resource development foundation*. Presented at the NASPA Annual Conference, Indianapolis, IN.
- Irby, B. J., Abdelrahman, N, Tang, S., Yang, P., Phuong, T., Tong, F., & Lara-Alecio, R. (2016). Science achievement among economically challenged students in the United States: A scoping analysis. *Inclusion in Science Education*. Nova Publishing. NY, USA
- Irby, B. J., Johnson, J., Abdelrahman, N., Gonzalez, E. M., Lara-Alecio, R., & Tong, F. (2016). A website analysis of mentoring programs for Latina faculty at the 25 topranked national universities. In G. G. Johannessen, *Global Co-Mentoring Networks in Higher Education: Politics, Policies, and Practices*. Switzerland: Springer.
- Kissee, J. (2016). *Everyday Project Management for Aggie Leaders*. Presentation, Texas A&M University - Group Leadership Forum.
- Munro, H. M., Munro, M. P., Blackwell, A., Rowland, T. Daigel, J., & Uribe, J. (2016, April). More student voices – Descriptions of successful transition from HS to College as a student with a visual impairment. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired (TAER) Statewide Conference. Houston, TX
- Munro, H. R., Munro, M. P., Rowland, T., Peterson, A., & Daigel, J. (2016, January). Connections, experiences, opportunities, and support to improve visibility of persons with disabilities. Stephen F. Austin State University (SFASU) Office of Multicultural Affairs (OMA) Diversity Conference. Nacogdoches, TX.
- Munro, M. P., Garza, M. M., Hayes, J. R., & Watt, E. A. (2016). Parental perceptions of independence and perceived efficacy of their children with visual impairments. *Journal of Human Services: Training, Research and Practice*, (1), 1.
- Munro, M. P., Rowland, T. Daigel, J., & Uribe, J. (2016, January). It's my life, perspectives on growing up with low vision. Filling in the Gaps - Northeast Texas Low Vision Conference. Pittsburg, TX.
- Pogrund, R., Darst, S., Munro, H. R., & Munro, M. P. (2016, March). O&M VISSIT – A new tool for determining type and amount of O&M service. Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired (TAER) Statewide Conference. Houston, TX
- Ponjuan, L., Palomin, L., Hernandez, S. & Jones, V. (March, 2016). Collaborative Consciousness: A conceptual framework for community colleges commitment for male students of color academic success. American Association for Hispanics in Higher Education National Conference. Austin, TX.
- Stoddart, D. G., Robinson, P., Stoddart, D. D. (2016, March 10-11). Navigating the Pathways from Perpetual Poverty to a Life of Success: Transformative Learning Theory in Action. Paper presented at the Adult and Higher Education Alliance (AHEA) University of Central Florida, Florida, USA.
- Villarreal, E. & Qin, L. (April, 2016). *The ethnic representation gap of administrators and students in Texas schools across rapidly growing regions*. Paper presented at the conference of American Educational Research Association (AERA), Washington, D.C.
- Wang, J., & Shirmohammadi, M. (2016). Women Leaders in China: Looking Back and Moving Forward. *Advances in Developing Human Resources*. 1-15.

****Tips on Database Searching****

What Are the Core Databases?

I'd recommend the following ones. [ERIC](#) is a good starting point for finding education literature. [Academic Search Complete](#) is a very popular one because it comprises more scholarly, full-text sources and covers more disciplines. For educational psychology, [PsycINFO](#) is the key database. For research questions related to human resource development, organizations, or management, [Business Search Complete](#) will be my top choice. [Google Scholar](#) is easy to use. GS ranks results by citation. This feature allows researchers to discover the IMPORTANT documents quickly. GS can be used to find the RELATED literature by simply clicking the "Cited By" link under each entry. For off-campus TAMU users, logging into GS from the library website allow them to get full text if e-copies are available from TAMU Library databases. For doctoral research [ProQuest Dissertations and Theses](#) is a must. To find out about journals' impact or scholars' output, [Web of Sciences](#) and [Scopus](#) are the best. To investigate which journals are indexed by which databases, use [Ulrich's Periodicals Directory](#). Last but not least if you are thinking about publishing a paper, and want to know about a journal's acceptance rate, check [Cabell's Directory of Publishing Opportunities](#) first before submitting your manuscripts.

How to Search Effectively?

A literature search usually starts with two or three keywords. Experienced researchers often think about how to expand each keyword concept first. One way to do it is to use the connector OR to link up the synonyms. For example, *Latino OR Hispanic OR Mexican Americans* will get more hits than just using a single search term. If you have hard time coming up with the related terms, use aids like Thesaurus or Subject Indexes in the database to get suggestions. Another trick is to use the asterisk (*) wildcard character to search for a group of variants from a truncated term. For example, *theor** will find any of the following words: *theory, theories, theoretical, theorist, and theorists*. It may be even more effective if you mix it with synonyms to create a combo like *theor* OR framework OR model*. Once the expanded concepts are ready, it is time to combine them by using the Boolean connector AND. On most database search platforms, AND already posits itself between the search boxes, therefore all you need to do is to enter each expanded concept into each box and then search.

As for dissertation literature review, the process will be much more involved. A commonly used approach is to develop a set of search terms, apply them against a list of pre-selected databases, and record the results systematically. If you have any questions about doing comprehensive literature review, please discuss it with your advisors, University Writing Center, subject librarians or the Systematic Review Service consultants in the library.

How to Manage Search Results?

The library provides tools to manage your findings more effectively. [RefWorks](#), for example, allows you to take the selected entries with full-text links to your own account and put them into folders. [Write N Cite](#), an app for MS Word, can be downloaded from your account (path: RefWorks/Tools/Write N Cite) to your laptop. After installing it, Write N Cite appears in MS Word as a new tab. With a few clicks you can begin to cite the selected literature directly from your RefWorks folders without leaving the Word document. When done, Write N Cite will generate the Reference list for you in accordance to the citation style specified. The use of bibliographic management tools like RefWorks and Write N Cite will save your time and let you focus more on your research.



If you have any questions, comments, suggestions, feel free to contact me:
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