

Rocky Mountain Virtual Retreat

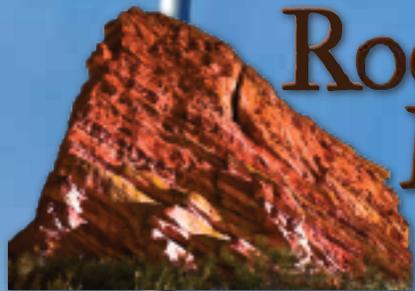
September 29 & 30, 2012



Strategies for Learning and Writing Academically

Full Schedule
and Connection
Instructions

ROCKY
MOUNTAIN
CLUSTER



You're invited to a virtual learning and writing extravaganza!

This month's Rocky Mountain Virtual Retreat is all about communicating academically. Fielding faculty, alumni, and students who coach writers will present 18 seminars that will help you communicate your scholarly ideas effectively through academic papers, presentations, and other digital platforms.

Attend as many of the two-hour sessions as you would like on [WebEx](#) via your computer using a headset (free) or phone (toll call). Discussion forums for each session are set up on [FELIX](#). Presenters will post handouts there prior to the event. All workshops will be recorded and posted on [FELIX](#) following the event.

How to sign up...

If you are already logged into FELIX, this link will take you to the [Rocky Mountain Virtual Learning and Writing Retreat September 29 and 30, 2012](#) folder.

If that doesn't work, go to the [FELIX Summit](#), click on School of ELC and then EdD Home. Once there, look for the link to EdD Community. Click on it and you will find the folder called [Rocky Mountain Virtual Learning and Writing Retreat September 29 and 30, 2012](#).

There you will find folders for each time slot and within those are folders for the individual sessions. Choose a seminar and look for the "Sign Up to Attend" discussion thread. Click "Reply" and add yourself to the list of attendees.

How to attend...

A few minutes before your seminar begins, go to <http://fielding.webex.com/> and select the seminar you signed up to attend. Note: if this is your first time using WebEx, allow at least five minutes to download the software. The set up is automatic on your computer.

What do I need?

WebEx allows meeting participants to connect to the presentation audio for free using a computer headset.* The other option for audio is to call in via telephone. Note: the second option is not free and, unless you have unlimited long distance, you will see a toll charge for the call on your phone bill.

*Headsets are small, but good investment for Fielding students to use with both WebEx and Skype. Prices vary. Search Amazon.com for "computer headsets and microphones" to find one that works with your computer.

Why isn't there a toll-free number to call?

In order to record both the audio and visual portions of each presentation, we have to use the audio services WebEx provides.* These services enable participants to ask questions and engage in dialogue that will be valuable at the time of the presentation and later when the recordings are archived in FELIX.

Questions?

For more information about the event contact [Dr. Jenny Edwards](#), Rocky Mountain Cluster faculty leader Rocky Mountain Cluster student co-leads, [Nova Martinez](#) (ELC) and [Kerry Mitchell](#) (HOD) for more information.



Full Weekend Schedule (Quick Look*)

Saturday, September 29, 2012 • Session 1 9 a.m. - 11 a.m. Pacific • 10 a.m. - Noon Mountain • 11 a.m. - 1 p.m. Central • Noon - 2 p.m. Eastern		Saturday, September 29, 2012 • Session 2 Noon - 2 p.m. Pacific • 1 p.m. - 3 p.m. Mountain • 2 p.m. - 4 p.m. Central • 3 p.m. - 5 p.m. Eastern	
Presenter	Session	Presenter	Session
Norman Harris, PhD	From Five-Paragraph Essay to Dissertation	Leila Sullivan, EdD	Evaluating Scholarly Literature
Kitty Kelly Epstein, PhD	Why Write for One Person? Writing and Editing K.A., Dissertation, and Other Work for an Audience Larger Than the Faculty	Liberty McCoy, MLS	Beyond the Basics with the Library, the Web, and Bibliographic Citation Resources
Jennifer Frank, MA	Fill In the Blanks for a Strong Academic Paper	Lenneal J. Henderson, PhD	Writing, Research, And Scholarship: Research As A Resource In Change Strategy
Torey Van Norman, MEPD and Jenny Edwards, PhD	Becoming Even More Proficient in Using Word and PowerPoint	Andréé Robinson-Neal, EdD	Success Tips for Publishing Peer-reviewed Articles
		Jenny Edwards, PhD	Tips for Writing Clearly and Effectively

Sunday, September 30, 2012 • Session 3 9 a.m. - 11 a.m. Pacific • 10 a.m. - Noon Mountain • 11 a.m. - 1 p.m. Central • Noon - 2 p.m. Eastern		Sunday, September 30, 2012 • Session 4 Noon - 2 p.m. Pacific • 1 p.m. - 3 p.m. Mountain • 2 p.m. - 4 p.m. Central • 3 p.m. - 5 p.m. Eastern	
Presenter	Session	Presenter	Session
Anna DiStefano, EdD	Using Venn Diagrams	Odis Simmons, PhD	How to Construct a Doctoral Level Scholarly Document
Chris Molnar, EdD	ePortfolios	Four Arrows (Don Trent Jacobs), PhD, EdD	Getting Through the Program Faster, Cheaper, and More Meaningfully
Laura Mitchell, EdD	There is Life After Fielding	Kerry Mitchell, MA	APA 101: Everything You Always Wanted to Know About APA and Were Afraid to Ask
Kathy Tiner-Sewell, PhD	Writing the Dissertation: Traditional and Alternative Approaches	Gigi Johnson, EdD	Using Digital Building Blocks to Expand your Post Fielding Voice, Connections, and Community
Jenny Edwards, PhD	Strategies for Organizing, Learning, and Writing for Success		

***Detailed session descriptions follow**

Saturday, September 29, 2012 • Session 1

9 a.m. - 11 a.m. Pacific • 10 a.m. - Noon Mountain • 11 a.m. - 1 p.m. Central • Noon - 2 p.m. Eastern

From Five-Paragraph Essay to Dissertation

By [Norman Harris, PhD](#)

Core characteristics of effective communication at all levels include a clear thesis in which appropriate limitations have been imposed, and an organization that reflects the imposed limits and that develops the thesis. These characteristics are operative in both the five-paragraph essay that many of us learned earlier in our education, and in more advanced forms of writing like the dissertation. In this workshop, students will learn how to build on existing communication skills (the five-paragraph essay) to develop the more sophisticated skills required to write an effective dissertation.

Why Write for One Person? Writing and Editing K.A., Dissertation, and Other Work for an Audience Larger Than the Faculty

By [Kitty Kelly Epstein, PhD](#)

This session will help you earn credit and complete your doctorate while creating more interesting papers. Many students create unique concepts and examples in their Knowledge Area, comprehensive, and dissertation work that could be shared with a broader audience than the faculty reader, if they were written with that audience in mind. We will discuss:

1. Shaping a topic
2. Thinking about how to have a broader audience for your topic
3. Getting yourself to actually write
4. Sharing your sources without boring your reader
5. Steps to edit your own writing, including:
 - Creating some writing partners with whom to share your drafts
 - Prune, prune, prune—Just like your rose bush, it won't be pretty if you don't prune it
6. Variations

Fill In the Blanks for a Strong Academic Paper

By [Jennifer Frank, MA](#)

Well-written academic papers follow a format that easily conveys your ideas to the reader. The problem is that most writers either don't know or don't follow that format. Jennifer Frank is a doctoral student in ELC who also works as a writing tutor. In this presentation, you will learn the basic structure that works for everything from a five-paragraph essay to a full-length dissertation. When you approach academic papers using this common framework, all you have to do is fill in the blanks with your ideas.

Becoming Even More Proficient in Using Word and PowerPoint

By [Torey Van Norman, MEPD](#) and [Jenny Edwards, PhD](#)

When you are looking at your computer screen, do you know what all of the symbols are in the tool bars and how you can use them? Simplify your Fielding work by utilizing the tools that are available in Word and PowerPoint. Join Torey and Jenny to learn some new tricks and tips!

We will build the session around the topics that participants would like to discuss. Please email the areas that you would like to cover, along with your questions, to Torey and Jenny by September 26. Also, please let us know what version of Word you are currently using. Please send them to both toreyvan@yahoo.com and jedwards@fielding.edu. We will also be glad to answer questions as they come up during the seminar.

Saturday, September 29, 2012 • Session 2

Noon - 2 p.m. Pacific • 1 p.m. - 3 p.m. Mountain • 2 p.m. - 4 p.m. Central • 3 p.m. - 5 p.m. Eastern

Evaluating Scholarly Literature

By [Leila Sullivan, EdD](#)

This session will provide pointers on how to locate and select articles, books, and other materials to be included in reference lists for scholarly papers and the dissertation literature review. The elements and organization of a literature review will also be covered. Short exercises will help the student decide whether an article is well-written and appropriate for inclusion in a research study.

Beyond the Basics with the Library, the Web, and Bibliographic Citation Resources

By [Liberty McCoy, MLS](#)

By now, you have a good grasp of research, using the web, and some idea of how to manage citations. But do you know how to utilize controlled vocabulary, a database thesaurus, and field codes to build a more effective search? In this session, we will explore those tools in the main library database, Proquest. We also will discuss using research accounts to keep track of your work and setting the database to continue your search and send you alerts. Participants will learn to use the operators in Google Scholar for more precise searches as well as Google Scholar's citation tools and cited reference searching. In the second part of the session, we will compare and contrast the free citation management tools EndNote Web and Zotero so you can choose the best one for you. Finally, I will take any and all questions--both great and small--about the library.

Writing, Research, And Scholarship: Research As A Resource In Change Strategy

By [Lenneal J. Henderson, PhD](#)

Effective writing, research, and scholarship are essential to educational leadership and change, and for successful forward movement at Fielding. Much of what we want to change can be influenced by effective written and oral communication, and strategic use of data and evidence. This session will teach effective writing and scholarship basic skills, including:

1. Establishing clear intent in written work;
2. Organizing the written document for maximum impact;
3. Exploring mixed-methods research strategies in writing and analysis;
4. Using multidimensional research in advocacy, expert testimony, and publication.

Readings include:

William Strunk and E.B. White. *The elements of style*.

Odis Simmons. *Writing tips*.

**Instructor will provide all other materials.*

Success Tips for Publishing Peer-reviewed Articles

By [André Robison-Neal, EdD](#)

Hopefully throughout your Fielding work, faculty have encouraged you to consider writing for publication. If you have been loath to make the attempt, this session will inspire you to try. As an ELC alumna who published during my time as a student, I have felt both the thrill of victory and the agony of defeat in my endeavors. I continue to publish and have become a peer reviewer for a number of organizations and publications. In this session, we will discuss the value of publishing at various points in your educational and professional career. We will then focus on the writing experience: choosing the right publication, creating a robust submission, and dealing with feedback. I will share my experiences from the other side of the screen—what editors and reviewers of peer-reviewed journals are seeking and how you can get your work published.

Tips for Writing Clearly and Effectively

By [Jenny Edwards, PhD](#)

In the HOD doctoral program, Dr. Judy Stevens-Long teaches a fabulous seminar on writing. Her Writing DVD is available on the Library Services website. If you have not had a chance to review her strategies for writing, or if you would like to have the opportunity to discuss them and receive feedback on your writing, this session is for you. Jenny will share the strategies during the first hour, along with her own writing guidelines. During the second hour, you will be able to receive feedback on your writing. If you plan on participating in this session, please send [Jenny](#) several pages of your writing by September 26. Jenny will provide feedback based on the strategies presented during the first hour.

Sunday, September 30, 2012 • Session 3

9 a.m. - 11 a.m. Pacific • 10 a.m. - Noon Mountain • 11 a.m. - 1 p.m. Central • Noon - 2 p.m. Eastern

Using Venn Diagrams

By [Anna DiStefano, EdD](#)

Venn diagrams have been around for more than 100 years. They are visual representations often used to represent the logical relationships between groups of things. I have been encouraging students to organize their written reviews of the literature using such visual diagrams. This kind of thinking can be helpful in writing KA papers, the comps, and the dissertation proposal. In this workshop, I will spend the first 20 minutes or so presenting the basic ideas and possible formats. We will then play with potential topics contributed by students from their own work. It will become clear that there is not one right way to create such a diagram; rather, the process should assist students in clarifying their thinking and intended areas of emphasis. In turn, this clarity will lead to written work that is well organized and which spends the appropriate time and space on various aspects of the argument.

ePortfolios

By [Chris Molnar, EdD](#)

ePortfolios are exciting tools in the future of reflective learning. ePortfolios are being used in high schools, community colleges, career schools, and universities. In this session, participants will explore the ePortfolio and the thought process behind it, and then learn how to set one up using WordPress.

There is Life After Fielding

By [Laura Mitchell, EdD](#)

There is life after your dissertation and Fielding. What will you be doing in the next five years after you have completed the dissertation? Often, we forget that the dissertation is still the journey, not the destination. As you go through the Fielding experience, are you using all of the resources that are available to you, both the formal and information resources, to get to your ultimate goals? In this presentation, we will have meaningful conversations about the possibilities for your future. We can talk about the resources that are available to you through Fielding and other places so you can discover those paths to your life after Fielding.

Writing the Dissertation: Traditional and Alternative Approaches

By [Kathy Tiner-Sewell, PhD](#)

This session will look at the many different forms of a dissertation, including traditional and alternative approaches. It is typical that there is a writing component, although alternative approaches continue to evolve in our ever- changing technological world. This session will identify the written components in a traditional dissertation, and together, we will explore written components for alternative styles.

Recommended readings:

- Four Arrows (AKA Don Trent Jacobs). (2008). *The authentic dissertation: Alternative ways of knowing, research and representation*. New York, NY: Taylor & Francis.
- Rudestam, K., & Newton, R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Los Angeles, CA: Sage.

Strategies for Organizing, Learning, and Writing for Success

By [Jenny Edwards, PhD](#)

We all have different learning styles that affect the way we organize, learn, and write. In this interactive workshop, you will:

- Take an inventory to determine your learning styles
- Explore ideas for organizing your work area for maximum productivity
- Experiment with strategies for reading more quickly
- Discuss strategies for streamlining your writing process
- And much more to make your Fielding journey fun and productive! Be prepared to share the strategies that you are already using in these areas!

Sunday, September 30, 2012 • Session 4

Noon - 2 p.m. Pacific • 1 p.m. - 3 p.m. Mountain • 2 p.m. - 4 p.m. Central • 3 p.m. - 5 p.m. Eastern

How to Construct a Doctoral Level Scholarly Document

By [Odis Simmons, PhD](#)

Participants in this session can expect to enhance their skills at creating a strong scholarly topic and constructing a strong scholarly case or argument. The session will include discussions about how to write convincingly and clearly, how to “grab” and hold readers’ attention, and how to “head off potential criticisms at the pass.” Session content will be relevant to many types of scholarly documents, including comprehensive assessments, KA essays, and scholarly papers for publication.

Getting Through the Program Faster, Cheaper, and More Meaningfully

By [Four Arrows \(Don Trent Jacobs\), PhD, EdD](#)

- Dissertation focus
- KA contracts
- Research short-cuts
- Writing hints
- Comps
- Sustaining Motivation
- Publications

APA 101: Everything You Always Wanted to Know About APA and Were Afraid to Ask

By [Kerry Mitchell, MA](#)

In this session, participants will learn how and why to use APA in such areas as:

- Formatting for headings and subheadings
- Formatting for citation and references with a focus on electronic sources
- Common APA errors
- Resources for writing and APA
- Types of plagiarism and how to avoid them like the plague
- Differences between APA 5th and 6th

And more! Please come with your questions.

Using Digital Building Blocks to Expand your Post Fielding Voice, Connections, and Community

By [Gigi Johnson, EdD](#)

In this session, we will explore how Digital Building Blocks can open new doors to expand the next phase of your life. Doctoral studies are liminal, transformational experiences during which we burnish our ideas and ourselves. We envision who we want to become while standing on the front steps of the experience, but cannot see far down a path that twists and tumbles as we never imagined. As you prepare to stand on the back steps, how can you re-frame and develop the more distinctive (and possibly disruptive) voice you have become? How can digital tools broaden and enhance that experience? In this session, we will look at five digital dimensions:

1. Intentional Stimuli: Building stimulus queues and listening structures across your old and new interests.
2. Your Digital Self: Presenting yourself across platforms with new labels and metaphors.
3. Communities of Practice: Making new connections with new communities of practice to engage and enrich your new voice.
4. Synthesis: Using tools for brainstorming and storage to combine old knowledge and life experiences for new knowledge creation.
5. Non-Traditional Publishing: Publishing and sharing knowledge beyond traditional pathways.

This session will include exercises and sample cases. Participants will gain at least three new ideas for expanding and enriching your digitally connected voice as a Fielding alum.