



Promoting Industry Alignment within EdD Curriculum Development: Learn-to-Learn by Doing?

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What is being said about recent college graduates ?....

“

“Closing gap between graduate competencies and employer expectations is a recurring call to action, with educators urged to promote skills related to learn-by-doing.”

”

- Davis et al., 2021

About Dr. Akojie

Dr. Akojie



- Dr. Akojie earned her PhD from the University of Kentucky
- Doctoral Instructor – CHAIR - University of Phoenix College of Doctoral Studies
- Certified Advanced Facilitator, University of Phoenix.
- Faculty Spotlight, May 2020
- Research Scholar, Center for Educational and Instructional Technology Research (CEITR)

About Dr. Haynes

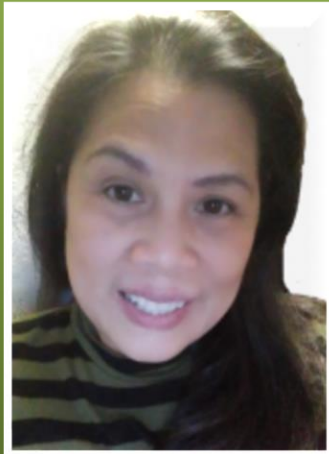
Dr. Haynes



- Dr. Haynes has been in the Health Care industry nearly 30 years. She is Board Certified by the American College of Healthcare Executives. She earned her Doctorate from the University of Southern California.
- Dr. Haynes is an award-winning educator and advanced facilitator & faculty assessment liaison. She is a Doctoral Instructor, Methodologist, Committee Chair, Advisor & Mentor.
- 2018 “Academic Faculty of the Year”
- 2018 “Excellence in Leadership Award”
- 2016 “Academic Faculty of the Year”
- 2012 “Distinguished Leader in Andragogy Award”
- 2010 “Faculty Award of Excellence”

About Dr. Magabo

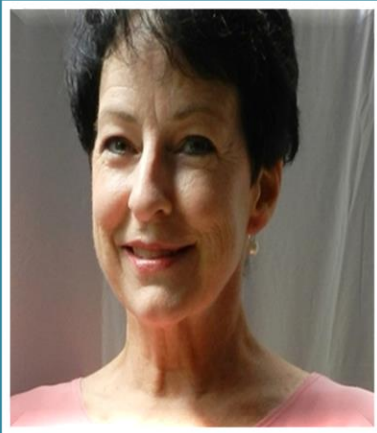
Dr. Magabo



- Dr. Magabo earned her doctorate in Communication from the University of the Philippines. Dr. Magabo specializes in strategic development & innovative approaches in communication, research, theory and model building, curriculum and instructional design, instructional communication
- Associate Director of the Global Listening Center, Member of the Board of Directors of the American Communication Association, Co-Chair of Student and Early Career Scholars Advisory Committee now Secretary, of Instructional and Development Division of the International Communication Association
- She has been an Officer and member of the Board of Directors of the American Communication Association since 2016 and has been an Associate Director of the ACA.

About Dr. Patterson

Dr. Patterson



Over 26 years of health care experience

Board Certified by ANCC

Earned MD from Xavier University and DNP from The Catholic Universities of America, Washington DC

Teaches health care at undergraduate, graduate, and post-graduate level for over 10 years

2020 – Veteran – Combat Decorated US Army Veteran

2011 - Board of Regents and Federal Service Chiefs Award

Winner Uniformed Services University of the United States

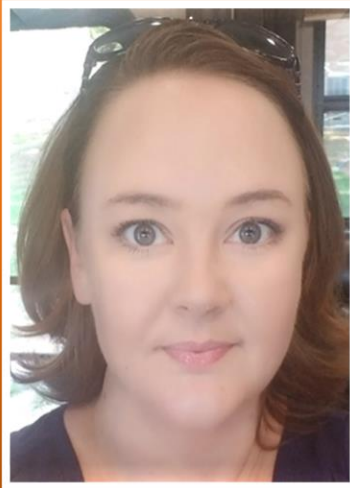
2012 - United States Capitol – Memorial Day and Veteran’s Day Guest Speaker

2008 – USF Rural Health Community Scholar addressing health disparities in rural communities

- 2008 – NIOSH Advisory Board Sunshine Education and Research Center USF

About Dr. Reed

Dr. Reed



- Dr. Reed earned her doctorate in Management and Organizational Leadership from the University of Phoenix. She has been a faculty member for 6 years and specializes in organizational behavior, leadership, and management courses. She has earned two graduate degrees, one in business and the other in adult education.
- Dr. Reed enjoys traveling the country with her husband. She and her husband live full time in a 45ft 5th wheel with their 14-year-old son and 7-year-old Boxer.
- She is UOPX Faculty Administrator, & Alumnus
- Fellow for the Center for Educational & Instructional Technology Research (CEITR) CDS Alumni SIG

About Dr. Underdahl

Dr. Underdahl



- Dr. Underdahl earned her PhD from the University of Southern California
- Doctoral Instructor – ACCESS/PV - University of Phoenix College of Doctoral Studies
- Research Fellow – CEITR CDS Alumni SIG
- 2021 Phoenix500
- 2019 Distinguished Service Award for Scholarly Leadership
- 2018 Faculty Excellence Award recipient

About Dr. White

Dr. White



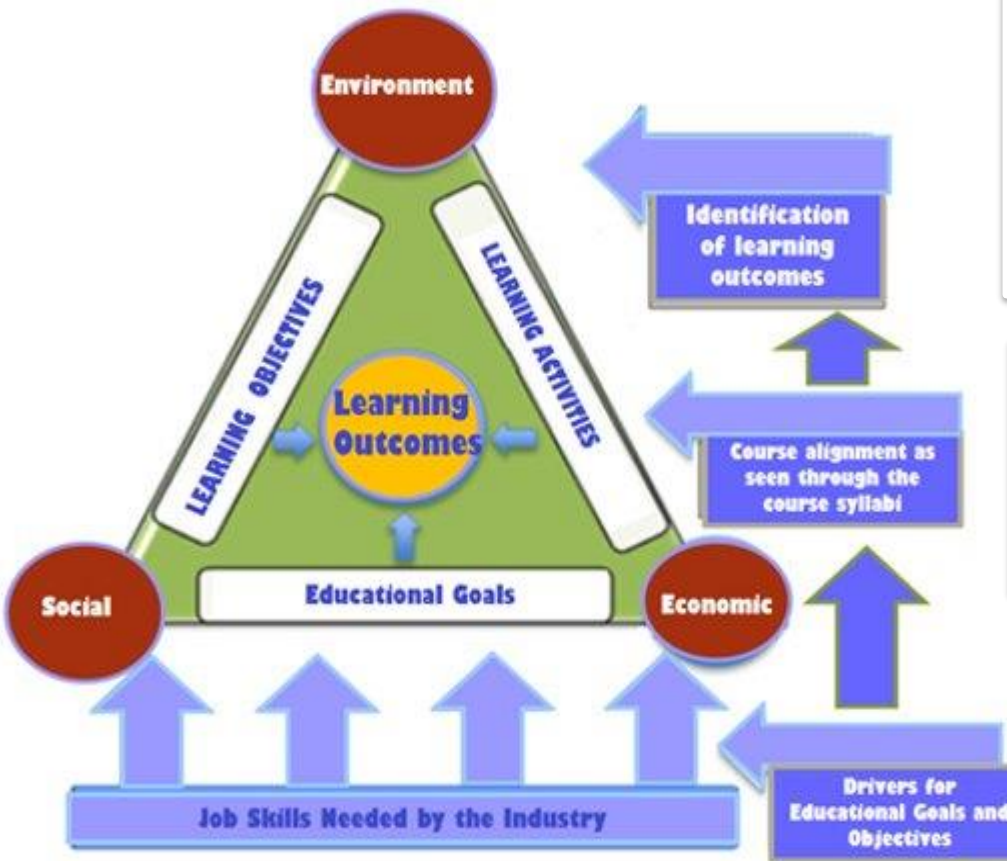
- Dr. White earned her Doctorate of Management and Organizational Leadership with a specialization in Information Systems Technology from the University of Phoenix
- UOPX Alumnus
- Senior Lead Business Analyst – Infinite Technologies, Inc.

Promoting Industry Alignment with EdD Curriculum Development: Best Practices

Study Overview

- Research validates synthesis of academic content with experiential learning prepares graduates for successful university-to-work transition.
- To enhance employability, researchers advocate reframing curricula to incorporate situated, experiential, active learning pedagogy.
- Results from this study may enable institutional leaders, program directors, and curriculum developers to better align EdD curricular programs with industry needs.

Our Study Framework



(Magabo, 2020)

- **The Social Cognitive Career Theory or SCCT Model** (Betz & Hackett, 1981; Lent et al., 2000) based on Bandura's Cognitive Learning Theory

- **Systems Theory** - how structures function to support common subsystems goals such as:
 - The goals of curricular programs aligning with the needs for sustainable system or economy.

As can be gleaned from
The U.S. Competency Model (2019)

- **Cybernetics** - functions and processes of a goal-oriented system; circular, causal chains from action to sensing to comparison with the desired goal, and again to action.

What is the issue?

Problem Statement

There is a failure to align higher education curricula with employer needs.

General Problem

Graduates are not prepared to fulfill professional practice expectations (Abelha et al., 2020; Bear & Skorton, 2019; Herbert et al., 2020; Vitale, Bowyer, & Bayerlein, 2020).


Specific Problem

The Doctor of Education (EdD) programs may fail to provide discipline depth, system depth, and collaboration breadth (Bierema, 2019).

Research Questions




Research Question 1

- Are EdD curricula aligned with employers' industry skills requirements?
- 



Research Question 2

- What are employers' industry skills requirements for EdD graduates?
- 

Study Methodology & Design

Method & Design

Mixed method study. Sequential explanatory strategy, with quantitative correlational as the primary method/design & qualitative/descriptive case study as the secondary method/design.

Instrumentation

Survey was used for collection of evidence. The survey questionnaire had scale rating and open-ended questions to allow the ability to capture additional insights from the participants.

Population & Sample

Distribute to approximately 100 current EdD students. Current defined as students currently enrolled for at least one year with B- or better grade point average. Participants must be actively enrolled in University of Phoenix EdD program as of March 8, 2021. Completed a class in the last year with a B- or higher & completed at least 8 courses in the EdD program

Significance of the Study

Recommend develop practical experiences during graduate study to expand career pathways and strengthening self-efficacy.

Study helps to prepare students for the workforce, and improve job placement rates, defined as degree-related employment.

1

Empirical discussions of recurrent themes in doctoral alumni seeking doctoral level employment are rare (Monteiro, 2020, p. 4).

2

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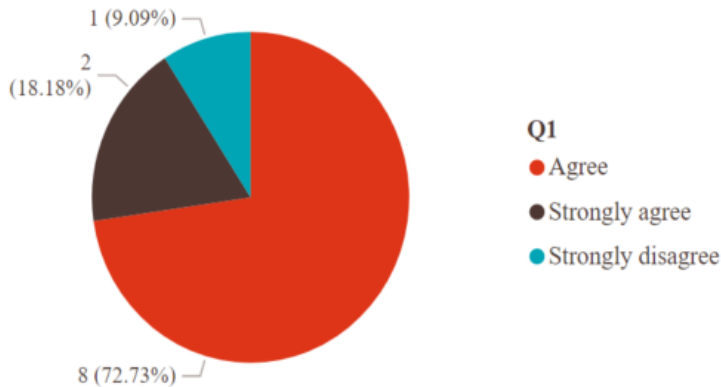
Study contributes actionable data to strengthen career relevance of academic programs, align curriculum content with industry requirements,

4

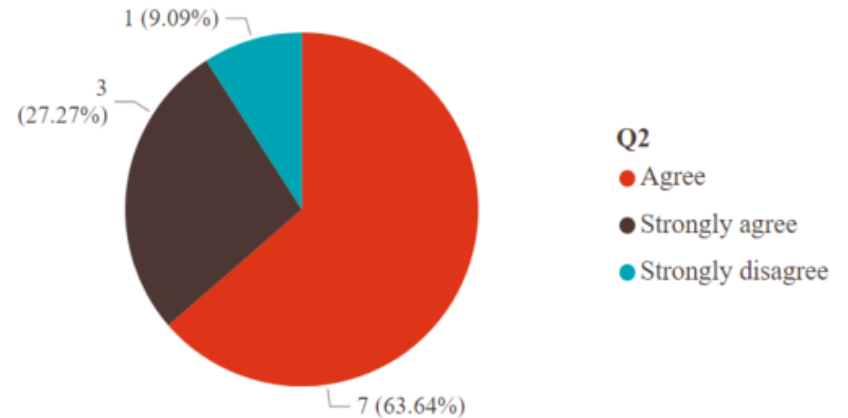
Results

To what extent do you agree or disagree that EdD curricula strengthen problem-solving abilities, defined as critical thinking, creativity, and adaptability?

To what extent do you agree or disagree that EdD curricula promote professional strength, defined as communication, work ethic, and habits of lifelong learning?



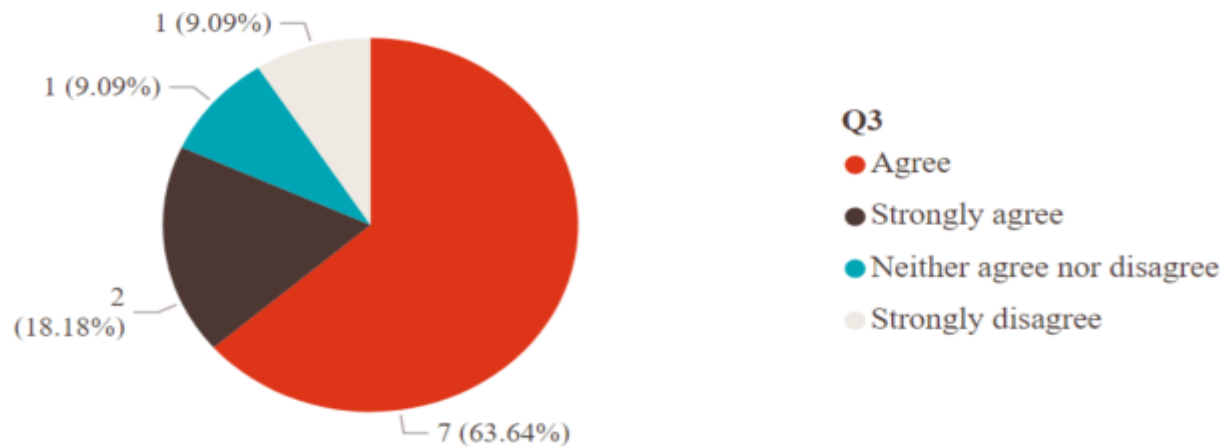
Question 1



Question 2

Results

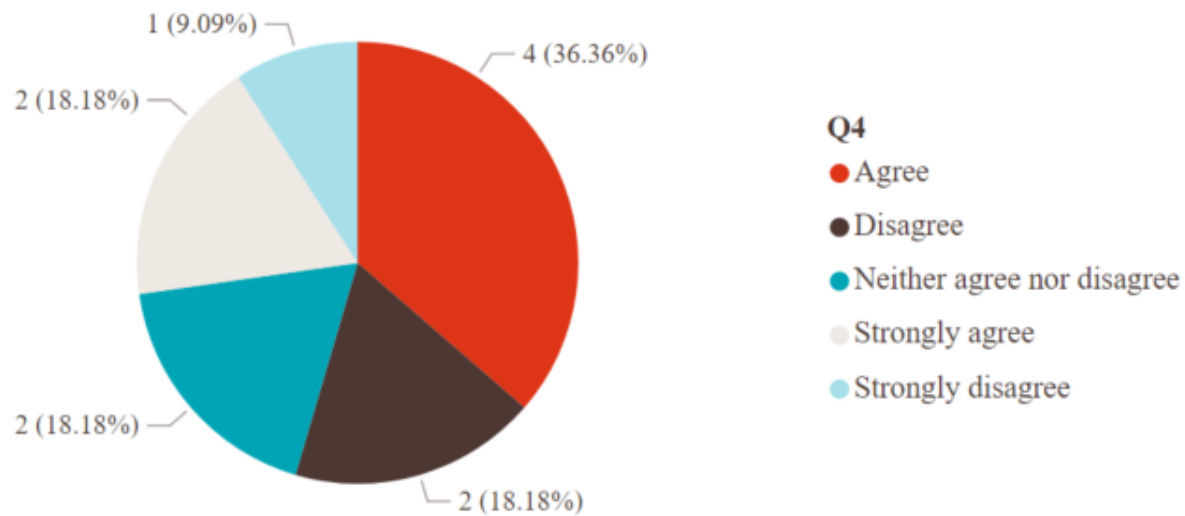
To what extent do you agree or disagree that EdD curricula include opportunities to integrate and apply knowledge to workplace or work-based problems and settings, such as with applied projects, team-based problem-solving or entrepreneurial experiments, internships, community-based learning, simulations, and other direct application learning opportunities?



Question 3

Results

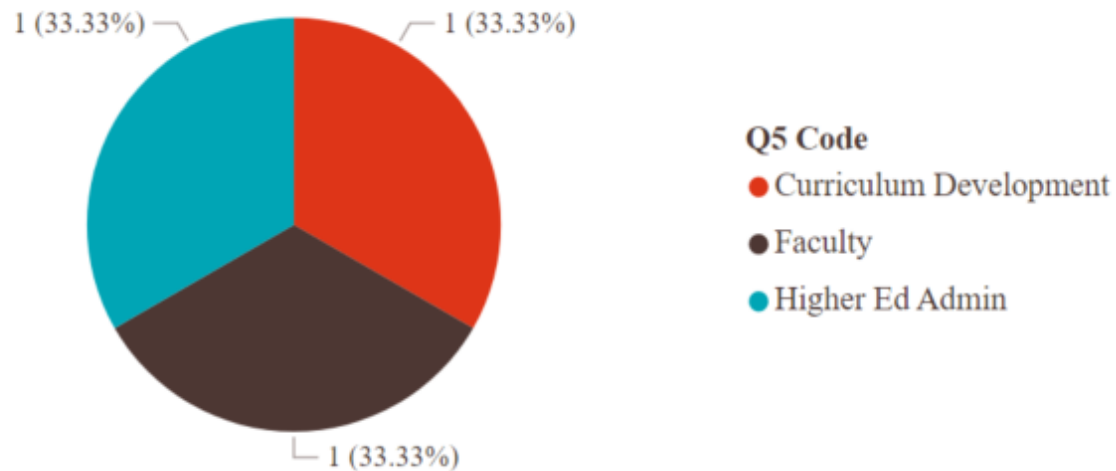
To what extent do you agree or disagree that your doctoral coursework has prepared you for your desired career?



Question 4

Results

Please share your desired career



Question 5

Results

How could EdD curriculum be improved to better prepare graduates for employability?

- Allow students to work on more of their own interests
- Provide more experiential learning
- Offer an internship
- More real-world projects
- Hands on class that links with different careers

Question 6

How could universities better prepare EdD students with knowledge and skills needed in professional career?

- Provide practical skills needed for the workplace
- Collaboratives with colleagues
- Opportunities to work while in school
- Focus on diversity, equity, and inclusion
- More authentic assignments
- Ensure courses offered are related to real-world situations

Question 7

Learn-to-Learn by Doing

- Results reaffirm the importance of developing internships, industry/university partnerships, apprenticeships, and other experiential venues to enhance students' experience with real-world workplace situations.
- Curriculum development specialists should expand pedagogical activities to strengthen students' mastery of interpersonal and intrapersonal skills (Giblin & Morris, 2021; Gray, 2021; Handel, 2021)

Q & A Session

Thank you for your time!

QUESTION S

A black silhouette of a hand is shown reaching down from the top right corner of the slide, with its index finger touching the top of the letter 'S' in the word 'QUESTION S'. The word is rendered in large, 3D, red letters with black shadows, set against a white background with a grey grid pattern.

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