

## Edd Student Research for Scholarly Practice

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### ABSTRACT

This article introduces one design concept of the Carnegie Project on the Education Doctorate's (2022) framework, which is the emphasis on students becoming scholarly practitioners. In addition, this article provides an overview of each article appearing in this issue.

### KEYWORDS

student research, CPED, dissertation in practice, EdD

The Carnegie Project on the Education Doctorate design concepts for the professional doctorate of education prepares students to make informed decisions to improve policies and practices in their professional settings. One design concept from the Carnegie Project on the Education Doctorate's (2022) framework is the emphasis on students becoming scholarly practitioners. As a scholarly practitioner, the student identifies and frames her problem within the scholarly literature. She develops conceptual and historical understandings as well as possible solutions to her problem of practice. She is now able to plan an innovative research design to address her problem. The data collected from her research are viewed through a critical lens for making recommendations and igniting future research ideas, because research is a continuous improvement process.

An important role of scholarly practitioners is sharing their work, as other practitioners may grapple with the same problems at the local, state, and national levels. This themed issue presents EdD student research and their discoveries to stimulate change in their professional settings. The following list provides an overview of each article.

In *Lack of High-Quality, Frequent Feedback Contributes to Low Success Rates for Community College Students*, Hankins and Harrison explore the causes of infrequent and low-quality feedback for community college students and provide recommendations on utilizing feedback to support student learning.

In *Onboarding Effects on Engagement and Retention in the IT Sector*, Walker-Schmidt and colleagues discuss the importance of onboarding for new employees, emphasizing the high-turnover rate for those in technical fields, and how companies can structure the onboarding process to improve long-term engagement and retention of the new employees.

In *Is There a Benefit to Upper Elementary Departmentalization?*

*A District Level Analysis*, Wyss and Preston discuss the traditional contained elementary classrooms versus the growing trend of departmentalized classrooms and explore if academic achievement varies in relationship to socio-economic status and classroom type. These relationships are analyzed utilizing fourth grade achievement data in a Florida school district and followed with recommendations to better serve the students.

In *Predictive Characteristics of Adequate Employment in Baccalaureate-Prepared Graduates*, Kiefer and colleagues conducted a study to identify predictive characteristics of underemployment among undergraduate alumni from a large, public, urban, Tier-1 research university, and they discovered three primary predictors of adequate employment to share with colleges and universities to improve the economic growth of the state.

When completing research, the students gain an understanding of their problems and reflect to spark change within their professional settings.

### REFERENCE

Carnegie Project on the Education Doctorate. (2022). CPED Framework. <https://www.cpedinitiative.org>



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