

2015

## 2015-02 Library Impact Statement for EDC 670 Theory Construction

Mona Niedbala  
mflorea@uri.edu

Follow this and additional works at: [http://digitalcommons.uri.edu/lib\\_cd\\_impct](http://digitalcommons.uri.edu/lib_cd_impct)

 Part of the [Library and Information Science Commons](#)

---

### Recommended Citation

Niedbala, Mona, "2015-02 Library Impact Statement for EDC 670 Theory Construction" (2015). *Library Impact Statements*. Paper 127.  
[http://digitalcommons.uri.edu/lib\\_cd\\_impct/127](http://digitalcommons.uri.edu/lib_cd_impct/127)

This Article is brought to you for free and open access by the Collection Management at DigitalCommons@URI. It has been accepted for inclusion in Library Impact Statements by an authorized administrator of DigitalCommons@URI. For more information, please contact [digitalcommons@etal.uri.edu](mailto:digitalcommons@etal.uri.edu).

2015

## 2015-02 Library Impact Statement for EDC 670 Theory Construction

Mona Niedbala

Follow this and additional works at: [http://digitalcommons.uri.edu/lib\\_cd\\_rpts](http://digitalcommons.uri.edu/lib_cd_rpts)

 Part of the [Library and Information Science Commons](#)

**LIBRARY IMPACT STATEMENT (New Course Proposal)**  
**LIBRARIAN'S ASSESSMENT**

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Course: EDC670 Theory Construction in the Social Sciences

Department, College: School of Education

Faculty Member: Dr. C. David Brell

Date returned to Faculty: February 9<sup>th</sup>, 2015

Librarian Completing Assessment: Mona Anne Niedbala, Education & Curriculum  
Materials Librarian

Collection Management Officer: Joanna Burkhardt

---

This course complements the various other specialization courses in the PhD Program in Education, those devoted primarily to research methodologies, social science theories, and/or educational practices. Intended for students who are starting to think seriously about their dissertation proposal or are in the dissertation phase of their studies, its purpose is threefold: (1) to demystify and contextualize the process of generating and applying a coherent, original theoretical framework, (2) for each student individually to construct one, and (3) for them to articulate it to a diverse audience comprised of those both familiar and unfamiliar with the student's area of specialization and ideological orientation. Along the way, we will give some attention to finding, designing, and/or adapting a research situation that is both meaningful and doable in the timeframe of the PhD program. But the main focus is the theory portion of students' writing and research.

Students will be conducting and beginning to write a literature review for their dissertations. They will construct an original theoretical framework informed by contemporary trends in social science theory. No additional journals than the ones presently in the system are required.

The Curriculum Materials Library and the URI Library offer good collections of general education, education research, curriculum resources, textbooks, and technology to support students' work for this course. Students taking this course will have access to print and online education materials available at URI and other HELIN and InRhode library collections.

The Librarian considers that, with the support and assistance of the faculty in the School of Education, the Library can provide proper resources for student learning and research for this course.