

Washington State University

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Will defend the dissertation

Date: April 22, 2021

Time: 3:00 P.M.

Location: Zoom by request

Faculty, students and the general public are encouraged to attend

**ANALYZING A GROUP OF DOCTORAL STUDENTS INDEPENDENTLY
WRITING A RESEARCH PAPER COLLABORATIVELY ONLINE: A CASE
STUDY IN A DOCTORAL PROGRAM OF EDUCATION**

Chair: Thomas Salsbury

This dissertation explores a writing group by four doctoral students who wanted to publish during their doctoral studies in an educational program at a research-intensive university in northwest U.S. The two studies conducted for this dissertation focus on how these doctoral students were able to accomplish their objectives of writing an academic paper worth publishing. The first paper succeeded in proving that social discourse and intellectual discourse occurred when this group decided to collaborate online to try to write a publishable paper from research data originally presented to them by their professor in a course that they took together. Through a series of meetings and various ways of online connections, namely Skype chats, emailing, Google Docs sharing, Word Online, and video conferencing, this group managed to finish the paper. At the end of this stage, they asked their professor to check the paper, which was declared worthy of being published in an educational journal. During their online communication, which was mainly conducted on Skype chat application and which became the main source of the data analysis, there were traces of all parts of both social discourse and intellectual discourse. Few months after they finally were able to finish their final draft, they decided to meet again online for several times via Zoom meeting application to discuss the possibility of reworking the paper. This second study tried to look at the contradictions that occurred from the beginning the group's paper was initiated to the moment they

decided to meet on Zoom to revise it during summer 2020. Cultural-Historical Activity Theory (CHAT) was utilized to investigate the situation. Not only did the group was able to tackle the contradictions that they faced throughout the process, but they were also able to reflect on how these contradictions helped shape their experiences as scholarly writers, on how they managed to reconcile with the influences from their interconnecting activity systems, namely their personal lives and their doctoral studies, and on how the online mediating tools had important roles in their efforts to refine and finalize the paper.