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Council on Technology Teacher Education Monograph #17: The Technology Education Graduate Research Database: 1892-2000

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COUNCIL ON TECHNOLOGY TEACHER EDUCATION

An affiliate Council of the International Technology Education Association

CTTE Monograph #17

**The Technology Education
Graduate Research Database
1892-2000**

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Purpose

The Technology Education Graduate Research Database (TEGRD) was designed in two parts. The first part, contained herein, is a print document containing theses and dissertations from 1892-2000. The second part, contained on the Council of Technology Teacher Education (CTTE) website (<http://teched.vt.edu/CTTE>), was designed as an online, searchable database that contains graduate research completed within technology education from 1892 to the present. The primary goals of the project were:

- To highlight the history of research within technology education.
- To provide a springboard for researchers.
- To help scholars build upon past research and create diverse new research.

The database was compiled by the editor and built upon the work of previous scholars, specifically, David L. Jelden (1981) and W. Tad Foster (1992).

Methods

The December 1981 index from *Jelden's Abstracts* (1981) was scanned using Caere OmniPage Pro 9.0 optical character recognition (OCR) software and converted into a Microsoft Word document. The work of Jelden (1981) was considered a crucial starting point for several reasons. First, Jelden spent several years soliciting studies and searching mainframe databases to compile 3,873 references. The American Council on Industrial Arts Teacher Education (ACIATE, now the CTTE) and the National Association of Industrial and Technical Teacher Education (NAITTE) supported his work. Many institutions subscribed to *Jelden's Abstracts* because he provided yearly updates and corrections. The second reason for using Jelden's index was because it provided a single list of authors and dates spanning from 1910 to 1981.

The second step was to import Foster's (1992) bibliography (N=563) into the main Microsoft Word document. This process was quick since Foster placed his work online as a supplement to the Journal of Technology Education (JTE). One major advantage of Foster's bibliography (1992) over *Jelden's Abstracts* was the inclusion of master's theses. A second advantage is the inclusion of a reference to Dissertation Abstracts International within most citations.

The third step was to utilize Dissertation Abstracts Online to fill-in the citations from *Jelden's Abstracts* and to search for entries before 1910 and between 1992-2000. The seven following search

terms were derived from Jelden (1981), McCrory (1987), and Foster (1992) and yielded the corresponding number of citations:

- Industrial Arts (N = 992).
- Industrial Education (N = 470).
- Technology Education (N = 264).
- Industrial Technology (N = 184).
- Trade & Industrial Education (N = 95).
- Manual training (N = 38)
- Industrial Vocational Education (N = 7).

Considerable manual editing was performed before the Dissertation Abstracts Online references were imported into the main Microsoft Word document. Due to copyright law, the abstract and other protected data needed to be removed from each entry. A modified American Psychological Association (APA) format was developed containing five fields that highlight the following information:

- Whenever possible, the first field uses the complete name instead of initials (including Sr., Jr., III, et cetera).
- The date field.
- The title field (including a notation for multi-volume works).
- The type of document (thesis or dissertation) and the degree granting institution.
- The final field contains either the Dissertation Abstracts Online Accession Number, Dissertation Abstracts International reference, or highlights that the document is not available from University Microfilms International (UMI).

The final step in building the TEGRD involved converting the Microsoft Word document into a Microsoft Access database and placing it on the CTTE website using FileMaker Pro.

Findings

Figure 1 on the next page illustrates the number of entries by year. Other findings include:

- 5,259 entries between 1892-2000. (Note that this figure is smaller than the sum of citations from Jelden (1981), Foster (1992), and the editor because of redundancy).
- A mean of 59 studies per year.
- 4,781 Doctoral Dissertations.
- 298 Masters Theses.
- 4 Specialist Theses.
- Degree is unknown for 176 entries.

Project Limitations

There are several inherent limitations to a database such as the TEGRD. First, since this database does not contain abstracts, the user must rely on a descriptive title from the author.

A second issue is the lack of master's theses, specialist theses, and international studies. A serious effort needs to be made by advisors and graduate students to help add these missing components.

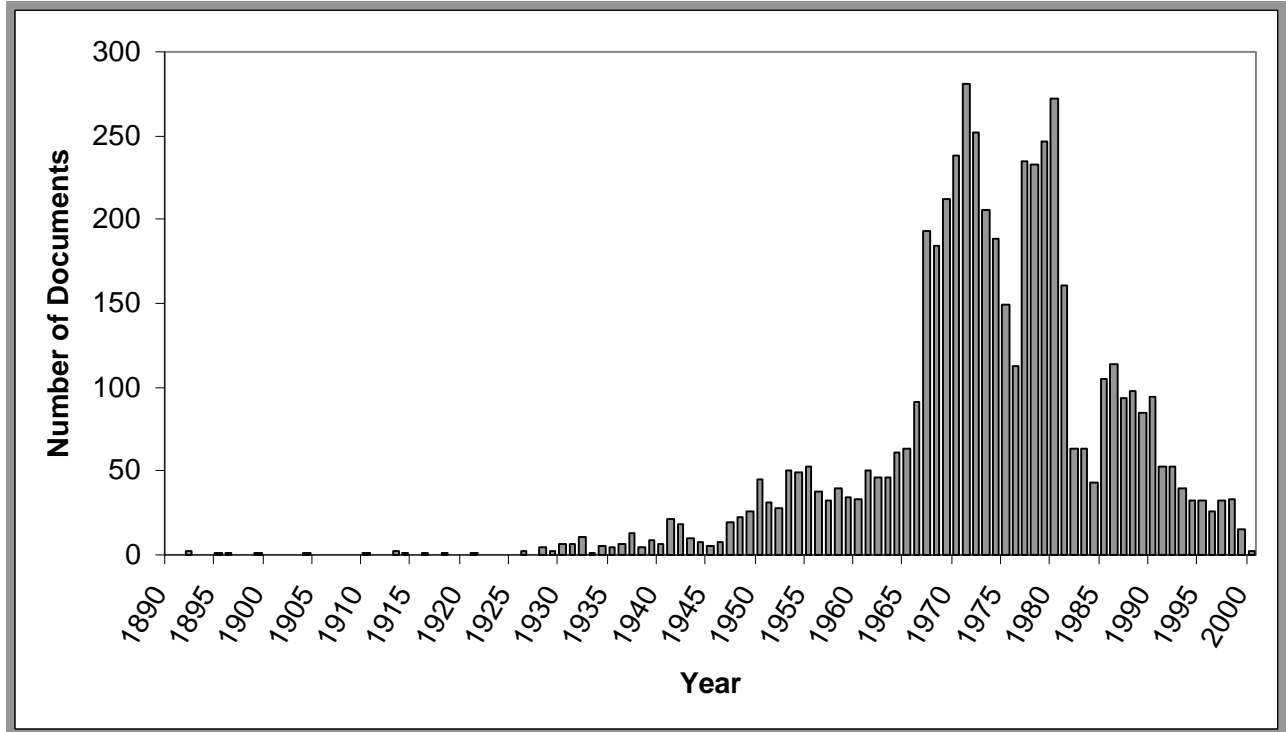
Missing data such as the type of document, institution, & UMI information make up the third limitation. Many of these incomplete entries are older studies that are not available from UMI. This limitation, along with the second, is the reason why the online version was designed to allow users to submit new entries and corrections.

Recommendations

To make this project a success, technology educators need to:

- Promote the database to colleagues and graduate students.
- Check for omissions and submit corrections to the CTTE.
- Encourage graduate students to conduct research and to submit their studies to the database. The declining number of studies in the 1990's is a disturbing trend that needs considerable attention.
- Use the TEGRD to evaluate and build the research-base of technology education.

Figure 1: Entries By Year



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