

# Syracuse University - School of Education

## Informal Doctoral Program Plan

Name: \_\_\_\_\_ SUID: \_\_\_\_\_

Program of Study: \_\_\_\_\_ Check One: Ed.D Ph.D

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

1. What is your purpose in pursuing the Ph.D *or* Ed.D degree? Why have you chosen this degree in preference to the other? (Attach written response)
2. How many SU credit hours do you intend to take? \_\_\_\_\_
3. How many, if any, credits do you intend to transfer from another institution? \_\_\_\_\_
4. When do you anticipate taking EDU 781? \_\_\_\_\_
5. How and when will you fulfill your research requirements? \_\_\_\_\_  
\_\_\_\_\_
6. When will you do your preliminary review? \_\_\_\_\_
7. When will you do your research apprenticeship or practicum field experience requirements? \_\_\_\_\_  
\_\_\_\_\_
8. When will you take your qualifying exams? \_\_\_\_\_
9. How many credits do you intend to use for your dissertation (9-24)? \_\_\_\_\_
10. How many credits do you intend to have in your total program? \_\_\_\_\_

Student's signature *William* Date 8/11/2020

Advisor's signature *Tiffany A Koszalka* Date 09 Sep 2020

Dean's signature *Amie Redmond* Date \_\_\_\_\_

**Note: File this Informal Program Plan with 270 Huntington Hall, Office of Academic and Student Services. A copy will be provided to you and your advisor.**

## **What is your purpose in pursuing the Ph.D degree? Why have you chosen this degree in preference to the other?**

When I was nearing my own undergraduate graduation, I decided to teach K-12, not just because I wanted to be an educator, but because I aspired to improve teaching and learning based on scientific research. Chinese education tends to encourage passivity, compliance, and rote learning. Over fifteen years, I strove to promote individuality and critical thinking in all of my students. But this proved difficult. I determined that in order for students to acquire these attributes, they needed to have a clear sense of ownership over their own education. We need to develop methods for equipping our youth to assume the burden of education for themselves, to motivate them to dive into the ocean of learning. I therefore came to the US and enrolled in our IDD&E program to embrace research-based theories, models, methodologies so that I can make appropriate decisions about design, instruction, and assessment practices.

My graduate study in Syracuse University far exceeded my expectations. It has been a privilege to learn from and work closely with our department's exceptional faculty. IDDE coursework was interactive and fascinating. I was thrilled to spend days in the university library reading and learning. My advisor, Dr. Koszalka, has been a great inspiration to me. She has given me the confidence and the motivation to work hard and achieve my goals. For me, the first major challenge in the long process of Ph.D. program was choosing a dissertation topic. After a year of study under my advisor's supervision, I decided to focus my research on the topic of rubrics.

In the coming years, I will design rubrics to assess a learning resource's ability to prompt deep learning and critical thinking based on theoretical foundations of Generative Learning, Cognitive Flexibility and Reflective Thinking. I am committed to what I think of as the "deep work" of teaching: designing instruction that brings teachers deep into content development and while thinking critically about how the learning process works for every student. I want to provide rubrics to ensure students can learn efficiently by selecting and using high quality learning materials that take into account the strengths and weaknesses of students.