

EdD in Global Education  
Welcome Letter 2025 - 2028

**DEAR INCOMING STUDENT:**

Congratulations on your acceptance and decision to begin SIT's Doctoral Program in Global Education this summer! I would like to welcome you into the doctoral program—a significant next step in your academic, personal, and professional development and career. The International and Global Education (IGE) department looks forward to supporting you throughout this gratifying journey. I'd also like to take this opportunity to share some important information about the program and to answer some of your questions regarding what to expect. This letter and start-of-program website contain important information about your upcoming semester and subsequent studies and should prove useful as you prepare for the program.

**YOUR FACULTY**

My name is Alla Korzh, and I am the Ed.D. Program Chair and Associate Professor of International and Global Education at SIT. Prior to joining SIT in 2015, I was a post-doctoral research scholar at Columbia Law School. I hold a doctorate in international educational development from Teachers College, Columbia University; an M.Ed. in Instructional Leadership from the University of Illinois at Chicago; and a B.A. in Teaching English as a Foreign Language from the Nizhyn State Pedagogical University in Ukraine. My research focuses on educational inequalities experienced by socio-economically disadvantaged children, youth, and adults. As an educator, researcher, and practitioner in the field of comparative and international education with a regional focus on Eastern Europe and education development, I have conducted qualitative research with orphans and incarcerated women in Ukraine, as well as formerly incarcerated women in New York City. My earlier collaborative research project examined transnational young adults' participation in social movements and informal citizenship education. My recent research project investigated educational aspirations of incarcerated women in a minimum-security prison in Ukraine and barriers they face post-incarceration. My current research study examines how socio-economically disadvantaged youth experience and navigate higher education despite the odds in Ukraine. I have been involved in nonprofit start-up, program design, implementation, and management with Sublimitas, where I serve on the board. I have also served on the American Association of University Women selection panel and am a member of the Comparative and International Education Society, where I mentor budding scholars as part of the New Scholars Committee. My publications are available [here](#).

**Dr. Carolina Castro Huercano**

Dr. Carolina Castro Huercano is the Chair and Assistant Professor of the MA in International Education at SIT. With over 23 years of experience across Spain, Asia, the U.S., and Australia, she specializes in digital pedagogy, social and emotional learning, and project-based learning (PBL). She holds a Ph.D. in Applied Linguistics from Flinders University, where her research focused on PBL and the integration of

digital technologies to enhance motivation to learn Spanish as a foreign language. Dr. Castro Huercano has taught and supervised master's students at institutions such as UNC Chapel Hill, Flinders University, International University of La Rioja, and the Open University of Catalonia. She has also designed and delivered professional development programs for hundreds of teachers worldwide, collaborating with organizations such as the British Council, the European Commission, education foundations, international companies, and regional governments. Her research interests include the role of emotions in education, humanizing digital pedagogy, AI's potential to build academic skills with diverse learners, decolonization and queer pedagogy, and the use of PBL in international education contexts. Dr. Castro Huercano has lived in the U.S., Australia, Belgium, Ireland, Bangladesh, and Spain. These experiences have shaped her passion for intercultural education, social justice, and ethical teaching practices. She enjoys mentoring students and emerging educators, helping them navigate international education with academic rigor and real-world insight.

**Dr. Sora H. Friedman**, Ph.D., Professor of International and Global Education (ret., adjunct). Prior to her retirement in Summer, 2025, Dr. Friedman worked in international education and development for 40 years, focusing on women's leadership, the preparation of new professionals in the education field, management training, exchange program management, public diplomacy, and international policy advocacy. She joined SIT as an adjunct faculty member in 2002, became full-time faculty in 2005, and chaired various master's programs from 2007 through 2025. Sora earned her Ph.D. in Cultural Studies from George Mason University; M.A. in International Management from SIT; and B.A. in Political Science from the University of Maryland College Park. In addition to her work at SIT, Sora is a regular presenter at professional conferences and a member of the Professional Development & Engagement Committee of the Association of International Education Administrators (AIEA). Her current research explores women's leadership in international education; recent publications include *Careers in International Education: A Guide for New Professionals* (co-authored) and a chapter exploring gender parity at the senior leadership level in international education (in *The Wiley Handbook of Gender Equity in Higher Education*, Niemi, N. and M. Weaver-Hightower, eds., 2021). Sora is also a life and career coach with Two Rivers Coaching.

We are also delighted to work with various adjunct faculty each year and more updates about them will be forthcoming soon.

## GET TO KNOW YOUR COHORT

Because of privacy laws, SIT is unable to share personal information about future students with other future students. However, we will soon set up a LinkedIn page just for the group so that you all can start to get to know each other. We will send this information once available; please note that it is not intended to duplicate or replace official information and is for personal purposes only.

## WHAT DO I NEED TO DO TO PREPARE?

Prior to the start of the summer courses, we will offer a virtual orientation, followed by a face-to-face seminar on the Vermont campus. The three required summer courses are Theoretical Foundations I, Research Methods I, and Reflective Practice Doctoral Seminar I, which will be taught asynchronously

online and face-to-face in Brattleboro, VT, during June 20-27, and then will continue asynchronously online.

**The semester begins officially on Monday, May 19, 2025, and will end on August 8, 2025.** Here are more details:

- The International and Global Education department will hold a synchronous virtual orientation to the Global Education program on Monday, **May 19<sup>th</sup> from 10 am to 11:30 am EDT**. Because our students' locations span various time zones, this timing will hopefully allow everyone to be able to call in. However, if you are unable to do so for any reason, don't worry. We understand and will record each session and forward each link to you shortly after.
- SIT will hold a synchronous virtual orientation to SIT on Tuesday, **May 20<sup>th</sup> from 10:00 AM – 12:00 PM EDT**, for new students in all of SIT's doctoral programs. Please join the faculty, provost, associate provosts, and president to learn more about the institution and your classmates as well as SIT staff to learn more about the services provided to support our students. Call-in details will be provided in advance and for those of you unable to join in, we will record the session and forward the link to you afterwards.

### **Background Readings on General SIT Philosophy**

Become familiar with the following people and their ideas, as they are the basis of SIT's educational philosophy. Note that these are places to start, and you will have the opportunity to develop your knowledge by reading the authors' original works later on:

- [John Dewey](#)
- [Paolo Freire](#)
- [David Kolb](#)
- [Kurt Lewin](#)

Following is information about books to purchase and readings to complete prior to the start of the semester. Further updates on each of the required courses' readings will be shared closer to the start of the semester. Books can be purchased or rented online from sellers such as Amazon.com.

### **Readings for Theoretical Foundations I course (taught by Dr. Laura Colket):**

- Jules, T.D., Shields, R., & Thomas, M.A.M. (2021). *The Bloomsbury Handbook of Theory in Comparative and International Education*. Bloomsbury. This textbook will be used in both Theoretical Foundations I and II courses. A full e-text for free is available in the library.
- Davidson, P. M., Taylor, C. S., Park, M., Dzotsenidze, N., & Wiseman, A. W. (2018). Reflecting on trends in comparative and international education: A three-year examination of research publications. In A.W. Wiseman (Ed.), *Annual review of comparative and international education* (pp. 1-27). Emerald Publishing.

- Wilson, D. (1994). Comparative and international education: Fraternal or Siamese twins? *Comparative Education Review*, 38(4), 449-486.
- Takayama, K., Sriprakash, A., Connell, R. (2017). Toward a postcolonial comparative and international education. *Comparative Education Review*, 61(S1), S1-S24.
- Monkman, K. (2022). Recognizing Complexity in Our Changing Contexts: Centering What Matters in Comparative and International Education. *Comparative Education Review*, 66(4), 000-000.
- You will find a number of resources in the Lib-guide. The link and password will be provided soon to begin perusing the readings to get situated in the field.

#### **Readings for Research Methods I course (taught by Dr. Alla Korzh):**

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>
- Cohen, L., Manion, L. & Morrison, K. (2018). *Research methods in education* (8th ed.). London, UK: Routledge.
- Denzin, N. & Lincoln, Y. (2013). *Collecting and interpreting qualitative materials* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Lareau, A. (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up*. The University of Chicago Press.

Please note these textbooks above are required and will be used in several research methods courses in the program. Additional readings will be made available on Canvas.

- Brehm, W. (2023). Comparative education as a political project. *Comparative Education*, DOI: [10.1080/03050068.2023.2193807](https://doi.org/10.1080/03050068.2023.2193807)
- Crossley, M. (2021). Epistemological and methodological issues and frameworks in comparative and international education. *New Era in Education, The Journal of the World Education Fellowship*, 102(1), 5-16. (Also available on FreshEd).
- Klees, S. (2008). Reflections on theory, method, and practice in Comparative and International Education. *Comparative Education Review*, 52(3), 301-328.
- Mertens, D. (2024). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage. (Chapter 1).
- Phillips, D. (2006). Comparative education: Method. *Research in Comparative and International Education*, 1(4), 304-319.

#### **Recommended (not required) Readings for Reflective Practice Doctoral Seminar 1 course (taught by your primary advisor):**

- Bloomberg, L. D. & Volpe, M. (2008). *Completing your qualitative dissertations*. Sage.

- Calarco, J. M. (2020). *A field guide to grad school: Uncovering the hidden curriculum (Skills for scholars)*. Princeton University Press.
- Foss, S. & Waters, W. (2007). *Destination dissertation. A traveler's guide to a done dissertation*. Lanham, MD: Rowman and Littlefield Publishers.
- Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph.D. into a job*. Crown Publishing Group.

### HOW WILL ADVISING WORK?

You will learn who your adviser is prior to the start of the summer semester and will have the chance to set up a one-on-one virtual advising session with them in the Reflective Practice Doctoral Seminar 1 course.

### HOW WILL TRANSFER CREDITS WORK?

You will meet with your primary advisor to discuss possible transfer credits in the first semester of your studies (summer 2025). You will need to supply your course syllabi for course review when meeting with your advisor and filling out the transfer credit form to be submitted for final review and endorsement by the Ed.D. Program Chair. To facilitate this process, we suggest that you start now to collect those syllabi, even if you are a graduate of an SIT master's program 😊 By the end of the summer 2025 semester, your transfer credits will be confirmed by the Program Chair.

### WHAT ELSE CAN I EXPECT?

Our second residency's location and dates will be confirmed this year and shared with you.

Dear doctoral students, we are pleased that you are joining us to embark on this exhilarating doctoral journey. We know that this format is not what you were originally planning for, but we are confident that you will still be able to achieve your learning goals well. On behalf of the international and global education faculty and SIT administration, congratulations, again! We very much look forward to meeting you soon online and getting started.

Sincerely,



Alla Korzh, EdD  
Associate Professor of International and Global Education  
Chair, Ed.D. in Global Education  
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