

EdD in Global Education 2025 - 2028
HOW TO PREPARE FOR YOUR SUMMER RESIDENCY IN VERMONT

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ED.D. IN GLOBAL EDUCATION LEARNING OUTCOMES

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Robert Kolb (1984; 2015) and informed by scholars such as John Dewey, Jean Piaget, and Kurt Lewin. Experiential learning theory recognizes that learning is an active process that expands beyond formal curricula and that involves both content (what you learn) and process (how you learn).

What does this mean for the part-time/hybrid student? By the conclusion of the program, students can expect to have achieved the following Learning Outcomes:

- Analyze contemporary educational issues around the globe through the lens of foundational theories.
- Design and carry out original, ethical research informed by relevant literature and grounded in appropriate methodologies and approaches.
- Interpret original and secondary data to produce actionable findings.
- Contribute to scholarship and practice of the field through publishable research findings.

To achieve these Outcomes, you will participate in a wide variety of learning experiences (e.g., readings; lectures; podcasts; discussions with professors, local experts, and peers in class; and research) and opportunities for reflection (e.g., in-class discussions, preparing projects and presentations, writing papers). Your learning also will benefit from the vast diversity of cultural backgrounds, training, and teaching styles of your faculty.

Please note that as an accredited institution, all SIT courses are required to meet minimum regulations regarding the earning of graduate credit. Thus, over the course of the semester, students will spend approximately 15 hours in class and related activities plus 30 hours in individual and/or group work, for a total of 45 hours, for each credit earned.

VIRTUAL ORIENTATION

An online orientation to our **EdD program** will take place on Monday, May 19, from 10:00 am to 11:30 am EDT and **all SIT orientation** will take place on Tuesday, May 20, from 10:00 am to 12:00 pm EDT (overall introduction to SIT, President welcome, SIT administration welcome, and student interaction). Students are strongly recommended to join those sessions live; however, in the event you are unable to do so, each session will be recorded. A detailed orientation schedule will be released within several weeks of the start date.

VERMONT RESIDENCY

Our summer seminar will run from **June 20th to June 27th**. Whether you are staying on campus or off-campus, please arrive to VT on Thursday, June 19. In-person orientation and

classes will begin in the morning on June 20th. We will have classes on June 20, June 21, June 23, June 24, June 25, June 26 and will wrap up our seminar on June 27. You may depart campus on Friday late afternoon-early evening, June 27. Directions to campus can be found [HERE](#). (Please note that the closest airport is Bradley International Airport in Hartford, CT.)

RESIDENCY SCHEDULE

Classes begin at 9:00 am each morning and finish at 5 pm. There will be a 2-hour lunch break between the morning and afternoon classes (morning class: 9 am-12 pm and afternoon class: 2-5 pm). Students should not plan to conduct work or engage in other activities during their time on campus, as free time will be very limited.

FAMILY & PARTNERS

SIT Graduate Institute recognizes that, on occasion, students may wish to have a “companion” (defined as an immediate family member, or partner, to include dependent children) accompany them on their residency. It is important to recognize that the academic components require extensive time and energy. Students are expected to engage in every program activity including classes and evening/weekend group meetings. There are long days of classes and rigorous academic assignments. If students would like to bring family members to the seminar, please book accommodation off campus since the dormitories are not suitable for families.

GE ACADEMIC REQUIREMENTS

SUMMER 2025 COURSES

Semester 1: Summer – Coursework online, including two-week seminar (8 credits)

- EDGE-7110 Theoretical Foundations 1 (3 credits)
- EDGE-7115 Research Methods 1 (3 credits)
- EDGE-7150 Reflective Practice Doctoral Seminar 1 (2 credits)

THEORETICAL FOUNDATIONS I:

In this course, students will examine how social and critical theories in the field of international and comparative education can be used to explain how economics, politics, and culture shape education worldwide. The course will introduce students to the history of the field and how it has evolved over time through multidisciplinary influences. Students will examine such sociological theories as functionalism, neo-Marxism, post-modernism, post-structuralism, post-colonialism, critical race theory, critical pedagogy, socio-cultural theories, capabilities theories, feminist theories, and globalization theories, and apply them to analyze various educational phenomena.

RESEARCH METHODS I:

In this course, students will be introduced to various qualitative approaches and methods used in social sciences and education. Ethnography, phenomenology, and case study approaches will be applied to explore educational issues of student choice through pilot studies in class. Students will deepen their knowledge about primary methods of data collection and enhance their data collection skills by conducting observations, interviews, and focus groups. Students will also be reflecting on each method's strengths and limitations and their compatibility with their research study.

REFLECTIVE PRACTICE DOCTORAL SEMINAR I:

The Reflective Practice Doctoral Seminar 1 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of Ed.D. students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the Ed.D. program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In the RP Doctoral Seminar 1 course, students will be building a community of practice, establishing norms and expectations for the cohort and reflective practice, developing an academic learning plan, beginning to formulate one's research topic, and preparing a research concept paper. Also, students will meet with their advisor to discuss transfer credits, if applicable.

COMPREHENSIVE EXAM

The doctoral comprehensive exam taken in the second year of the Ed.D. program is designed for doctoral students to demonstrate their knowledge in the field of comparative and international education by engaging with scholarship studied in the Theoretical Foundations I and II courses, critically reflecting on it, and synthesizing their knowledge as they respond to the exam questions. The exam is also designed to help doctoral students prepare to lead professional conference discussions in which they would synthesize scholarship and generate key insights from individual presentations.

Currently, the exam is scheduled to take place during the second-year summer residency. IGE faculty will develop six questions, and doctoral students will select two questions out of the six to which they will respond in an essay format. Students will receive questions on the day of the exam (TBD) and will have 51 hours to respond to their two selected questions using coursework resources; however, students may not consult with each other or outside experts on the exam questions and content. Each exam essay should be no more than 5-10 pages typed, double-spaced, and formatted according to the APA 7th edition.

DISSERTATION

The dissertation is an original empirical work that demonstrates a doctoral student's intellectual capacity to design, develop, conduct, analyze, and interpret original and secondary data to make a contribution to the field of comparative and international education and practice. The dissertation process will begin with the proposal development and will include the first three chapters of the dissertation:

1. Chapter One: Introduction
2. Chapter Two: Literature Review and Conceptual Framework
3. Chapter Three: Research Design and Methodology
4. Chapter Four: Research Findings/Results
5. Chapter Five: Research Findings/Results
6. Chapter Six: Discussion of Findings/Results
7. Chapter Seven: Conclusions
8. References and Appendices

Each student will be advised by their primary and second advisors on the design and development of their dissertation. Depending on their advisors' guidance, chapters may vary in their length and content expectations (e.g., some advisors may prefer data findings and discussion of the findings to be merged in one chapter versus others may prefer to separate them out). The final dissertation document should be 200-250 pages in length, excluding references and appendices.

SIT EMAIL - LIBRARY – CANVAS ACCESS

Approximately 30 days before the start of the program, all students will receive an encrypted message from SIT's IT department with their SIT email address and login. Once students log into their account the first time, they will find an email from the SIT library with information about how to log into the library and Canvas, SIT's learning management system.