

# Learning Design and Technology Program

## Handbook for Ph.D. Students Entering Fall 2024 and After



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# 1 INTRODUCTION

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## 1.1 PURPOSE OF THIS GUIDE

The purpose of this guide is to assist you, a graduate student in Learning Design and Technology (LDT), in understanding and managing your graduate program of study. This guide includes key information about the Ph.D. graduate program, requirements, and timelines. You should become familiar with the information in this guide, and work closely with your graduate advisor/chair, as well as the members of your graduate committee once it has been constituted, to ensure that you are making satisfactory progress and getting the most out of your degree program.

## 1.2 MISSION OF OUR LEARNING DESIGN AND TECHNOLOGY GRADUATE PROGRAMS AT PURDUE UNIVERSITY

Graduate programs in Learning Design and Technology at Purdue University prepare students to design effective learning experiences and environments that incorporate technology with a special emphasis on inquiry-based, authentic practices in face-to-face and distributed learning settings.

## 1.3 LEARNING DESIGN AND TECHNOLOGY AND CAREER OPTIONS

Learning Design and Technology is an interdisciplinary field of study. The aim of this field of study is to promote learning through the application of systematic principles of instructional design and appropriate uses of educational technologies including computers and media. In Learning Design and Technology you will study a systematic way of designing, developing, implementing, and evaluating the total process of teaching and learning in terms of specific objectives, learning activities, and evaluation to bring about more effective learning. Computers and digital technologies play a key role in support of teaching and learning and are important aspects of your study. Specialists in our field design and develop opportunities for learning, often computer- or digital-based, and implement and evaluate educational technology applications in a variety of settings including K-12 schools, universities, business/industry training, non-profit organizations (NGOs), and the military.

## 1.4 HOW TO SUCCEED IN YOUR GRADUATE STUDIES

To succeed in your graduate studies, you must become an active participant in the process and work in close collaboration with your faculty advisor/chair and the members of your graduate committee. Although the faculty will assist you and provide guidance, ultimately it is your responsibility to ensure that you are adhering to all requirements and timelines and getting what you need/want out of the program. It is important that you thoroughly familiarize yourself with the information in this guide as well as other graduate guides to achieve a successful program. If you are uncertain about rules and requirements, consult with your faculty advisor or the Graduate Office.

Part of completing a graduate degree involves enculturation into the field of Learning Design and Technology. This cannot occur in isolation. *Get to know other graduate students and collaborate with them.* The most successful students are often those who belong to a mutual support group. If you are off-campus, it is especially important that you establish connections with other graduate students is especially important for you so that you can become a part of the LDT community.

The relationship with your advisor/chair is very important. At the graduate level, degrees are not awarded based on time and effort expended, but on the achievement of appropriate scholarship as evaluated by the faculty. It is your advisor/chair who will act as your primary mentor and guide during your graduate studies. When you are first admitted to graduate study in Learning Design and Technology, you will be assigned an advisor based on preliminary interests; in our program we match faculty and students before accepting anyone into the program. Your advisor will work with you and provide guidance throughout the program to plan your studies and to evaluate your progress. It is recommended that you set a monthly or bi-monthly appointment with your advisor. It is also recommended that you get to know all of the faculty members; while you evolve as a scholar you may find a faculty member that you believe is better suited to work with you to be your major advisor and committee chair. The selection of the major professor/chair is a mutual decision between you and the faculty member based upon the compatibility of your interests, work habits, personalities, goals, and the faculty member's availability. Always confer with your major professor/chair before enrolling in classes or making any changes to your plans. In general, any written work that is to be presented to your entire committee (e.g., dissertation proposal, dissertation chapters) should be approved by your major professor/chair first. ***\*Note: You may be asked to hire a professional editor/writer to review your work. This should be completed in consultation with your advisor.*** If you maintain good communication and a close working relationship with your major professor/chair throughout your graduate studies, you are less likely to incur problems.

## 2 DEGREE REQUIREMENTS

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### 2.1 COURSEWORK REQUIREMENTS

#### Prerequisites:

- Introduction to Learning Design and Technology (e.g., EDCI 51300-Foundations of EdTech)
- Learning Systems Design (e.g., EDCI 57200 or equivalent)
- Learning Theories and Instructional Design (e.g., EDCI 53100 or equivalent)
- Graduate competencies (if any) in addition to those addressed above

It is expected that students will enter the Ph.D. program having satisfied these basic requirements in advance. If they have not, students will complete these courses at the beginning of the program *in addition to* other requirements. ( credits worth of prerequisites can be counted towards the PhD program.

#### **C&I Department Seminar Requirements for PhD students: (2 credit hours)**

- EDCI 62800, Curriculum and Instruction Seminar (1 cr)
- EDCI 63800, Curriculum and Instruction Seminar (1 cr)

#### **Core Ph.D. Learning Design and Technology Requirements: (24 credit hours)**

- EDCI 66000, Learning Design and Technology Seminar (1 cr)
- EDCI 62700, Critical Readings and Research in LDT (3 cr)\* **NEW REQUIRED COURSE F2025**
- EDCI 67600, Writing Literature Reviews (2 cr)\*
- EDCI 67700, Writing Research Proposals (2 cr)\*
- EDCI 59100, Data Collection and Analysis (2 cr), taken individually with advisor\*
- EDCI 67800, Writing for Scholarly Publications (2 cr)\*
- EDCI 67200, Advanced Instructional Development and Systems Technology (3 cr)
- EDCI 67300, Issues and Methods in Learning Systems Design Research (3 cr)
- EDCI 67400, Advanced Instructional Design Theory (3 cr)
- EDCI 69500, Internship in Learning Design and Technology (3+ cr)

\*It is expected that students will take these courses in the designated order as each course builds off the previous course, resulting in a completed research study and write-up.

#### **Electives in Learning Design and Technology (12-15 credit hours)**

Students will construct a cohesive program of electives in LDT and related areas of interest. Sample electives include the following. Please note that LDT faculty frequently offer special topic classes (generally listed as EDCI 627 or EDCI 591), which may be taken as Electives in Learning Design and Technology.

##### **Educational Foundations**

- EDCI 56500, Principles of Adult Education
- EDPS 53000, Advanced Educational Psychology
- EDCI 58500, Multicultural Education
- EDPS 53300, Introduction to Educational Research
- EDPS 53100, Introduction to Measurement and Instrument Design

## **Design**

- EDCI 55201, AI Integration in Education
- EDCI 56000, Educational Technology for Teaching and Learning
- EDCI 55600, Educational Game Design
- EDCI 56900, Introduction to E-learning
- EDCI 62700, Current Topics in Learning Design and Technology
- EDCI 67500, Instructional Strategies

## **Development**

- EDCI 56400, Integration and Management of Technology for Learning
- EDCI 56600, Educational Applications of Multimedia
- EDCI 57500, Foundations of Blended and Online Learning
- EDCI 58800, Motivation and Instructional Design
- EDCI 66400, Learning Environment Design

## **Workplace Learning**

- EDCI 52800, Human Performance Technology
- EDCI 57700, Strategic Assessment and Evaluation
- EDCI 63300, Instructional Design Project Management

## **Outside Electives: (6 hours)**

Students will take at least two related graduate-level courses, in consultation with their advisor, in an outside area such as Adult Education, Educational Psychology, Management, Psychology, Educational Administration, Technology, Technical Writing, Computer Science, or another field of interest.

## **Educational Research: (12 hours)**

Students are encouraged to complete an introductory research course (e.g., EDPS 53300) as part of their prerequisite requirements, as well as a sequence of research methods courses. Students should work with their advisors to find the appropriate sequence of courses that include quantitative and qualitative research methodology courses. Following are **example** courses.

- Introductory Statistics (e.g., EDPS 55600, STAT 50100, SOC 58000, SOC 58100, SOC 58300, PSY 5000, PSY 60000, PSY 68000, COM 58200)
- Qualitative Research (e.g., EDCI 61500, SOC 68600, ANTH 60500, TECH 69700, COM 58500)
- Advanced Statistics or Qualitative Research (e.g., EDPS 55700, EDCI 61600, EDCI 684, STAT 50200, STAT 51200, PSY 60000, PSY 60100, PSY 60500, PSY 61000, SOC 68000, HDFS 62700)
- EDPS 63000, Research Procedures in Education or full faculty approved substitution (REQUIRED)

*\*Some research courses may require prerequisite coursework or experience*

## **Dissertation Research: (12 - 15 hours)**

A typical program will have 12-15 hours of dissertation research credits (69900 credits). EDCI 69900 credits can vary from 1-6 credits per semester and should be based on anticipated workload. These credits can also be

awarded as part of the Preliminary Exam process. A contract for the anticipated work will need to be completed each term that EDCI 69900 credits are taken by student and submitted to faculty per Purdue University guidelines.

#### **Previously completed Master's Degree: (30 hours)**

All incoming PhD students are required to have first obtained a Master's Degree from an accredited university. With that master's degree and the approval from your major professor, your graduate committee, and the Graduate School, up to 30 credit hours may be credited toward the total 90 hours needed to complete the PhD degree.

#### **Classes during the First Semester/Year of PhD Program**

New incoming students should take around 8 credits (full time student credits). Some choose to take 11 credits. Anything beyond 11 credits is strongly discouraged and will require discussion with faculty their advisor.

#### **Total PhD Program Hours**

Doctoral students are expected to complete a minimum of 90 credits (including up to 30 credits from the M.S. degree)

## **2.2 BECOMING A WELL-ROUNDED SCHOLAR AND DEVELOPMENT OF YOUR PROFESSIONAL PORTFOLIO**

Part of becoming a well-rounded scholar is gaining experience in research, teaching and service and leadership. As an LDT professional, you will also be expected to demonstrate experience in analysis, design, development, implementation, and/or evaluation of learning designs and performance interventions. As a Purdue LDT student, you will gain experience in each of these areas. The balance of activities you choose to engage in will be based on your professional goal. For example, if you know you want to serve as a faculty member at a teaching institution, you may want to gain extra teaching experience, whereas if your goal is to work at a research institution, you will want to gain additional research experience. Similarly, if you plan to work outside of academia, you may want to lean more heavily in the area of design and development, and pursue research activities that are more applied.

You will gain some relevant experiences within classes, but many will occur through research group participation, serving as a teaching assistant, volunteering for organizations, participating in internships, and other activities. Work from your time before entering the program may also be considered where appropriate. As you progress through the program and refine your academic and professional goals, you will work with your advisor and other faculty to determine where and how to gain these experiences.

#### **What is the Professional Portfolio?**

Your **online professional portfolio** is a holistic representation of you as a scholar and a professional. It will exhibit your skills, knowledge, and experiences through narrative descriptions and a cohesive set of artifacts that will highlight your best work.

The portfolio is a growth document that you will build over time. As you complete your course work and other experiences, you will compile the relevant artifacts, in an electronic format, and organize them according to four main categories (research, teaching, service, and design/development). A brief narrative explanation should be included to address how your work and the materials presented fit within each category.



The portfolio should be a site that you are proud to share with potential employers and others who might want to learn about your work. You should customize the look and feel of the site to present your unique qualities to the world.

Specific requirements for the portfolio are included in **Appendix A: Portfolio Requirements**. A worksheet used in the annual review process and preliminary examination is included in **Appendix B: Portfolio Worksheet**. The portfolio should be submitted to the advisor along with the worksheet during the 8<sup>th</sup> week of spring semesters. This portfolio will grow over time and will eventually count as one of your 3 preliminary exam tasks.

## 2.3 GOALS & PLANNING PROCESS

During your time at Purdue, you will engage in an ongoing planning process with the help of your advisor and, as you move further into your program, your program committee and finally your dissertation committee. As you progress through the program, you will continue to refine your professional goals and areas of interest.

Prior to the completion of your preliminary exams, you will meet *at least* once a semester with your advisor to discuss your current goals and plans. Complete the **Goals & Planning Worksheet** before your meeting with your advisor each semester to ensure your goals are realistic, to help you move forward in your program, and to develop a process for achieving identified goals.

Goals and planning worksheet templates for each phase of the program are included in **Appendix C: Goals & Planning Worksheets**. **Considerations for what to include in the worksheet are included in Appendix D: Goals & Planning Tips**.

## 2.4 ANNUAL ADVISOR AND FACULTY REVIEW

Your major advisor will review your annual progress including:

- Course Work
- Committee Composition
- Plan of Study
- Portfolio Progress
- Preliminary Exam
- Dissertation Proposal
- Dissertation Progress

Once the advisor has reviewed your progress, the advisor will determine if the progress is satisfactory or unsatisfactory. The advisor will complete the student progress report by commenting on your strengths and weaknesses and by suggesting/recommending a progress strategy.

***You must submit the Student Progress Report form by the 8<sup>th</sup> week of Spring semester each year to your advisor in order to complete the review process.***

**After this review process is complete**, the Learning Design and Technology faculty will meet to review your annual Student Progress Report. The annual review is intended to verify and validate your competencies as well as provide programmatic feedback and guidance. This review is intended to comprehensively assess your annual performance. Following the faculty review of your progress, the faculty will complete the annual progress review by commenting on your strengths, weaknesses, and by suggesting/recommending a progress strategy.

## 3 PHD TIMELINE

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### 3.1 OVERVIEW OF A TYPICAL TIMELINE

During your time with us, you will move through several phases, which are described below.

Timelines vary between students. Sample timelines for full-time students with an LDT Master's degree, and full-time students with an unrelated Master's degrees are provided in Appendix E: Sample program Timelines. Your personal plan will vary based on previous experiences, whether or not you take summer coursework, and other factors.

#### Early coursework (Years 1 - 2.5)

Your first few years in LDT will involve guided exploration of core LDT and research topics. During this period:

- You will take core PhD coursework (including prerequisites, Core LDT requirements, and Educational Research courses).
- If you do not have an LDT Master's degree, you will likely take Learning Design and Technology electives to increase your practical LDT knowledge.
- You will begin exploring different research areas that might be of interest and developing research skills as part of your PhD core coursework.
- It is strongly recommended that you also become involved in research project(s) with your advisor or other LDT faculty.
- This is a good time to begin to develop practical LDT experience.
- You may begin to find opportunities for service.
- By the end of this period, you will have created a program of study including your planned coursework for your time here.

#### Advanced coursework and preparation for preliminary exams (Typically years 2.5 - 4)

You will enter this phase after completing the PhD core, which typically is completed in the fall semester of the third year (for full-time students that begin their program during the fall semester). During this period,

- You will take more advanced coursework, including the Core Learning Design and Technology Requirements. You will also take more specialized coursework, including advanced Educational Research courses and electives. You might also consider taking a graduate certificate in another discipline.
- Towards the end of this phase you will begin preparing for your preliminary qualifying exams (often called "prelims" or "quals").
- You are encouraged to continue working with your advisor and other LDT faculty on research projects and to take a more senior role in group research projects.
- You are encouraged to complete your required internship, allowing you to further develop your LDT skills.
- You may continue to find service opportunities, including leadership roles in student organizations and/or roles in professional organizations (particularly if you are planning to go into academia).

#### Preliminary examination (Typically year 4)

- This typically occurs around year 4 for most full-time students.

- All required portfolio components must be complete. Your portfolio will typically serve as one of the three deliverables for your preliminary examination.
- At the time you complete your preliminary examination, you should have completed the majority of your coursework.
- While you will likely continue pursuing research, service, and potentially teaching opportunities, your focus will begin moving toward your dissertation work.

#### Dissertation proposal (Typically year 4/5)

- During this time period you will be completing your dissertation proposal. Typically, this involves the components of the first three chapters of your dissertation; the layout will differ for those doing three paper dissertations, but the same components are required.
- You are not required to complete a goals and planning worksheet or portfolio. However, if these tools are helpful to you, you can continue to use them.

#### Dissertation (typically year 5/6)

- During this time period, you will be collecting/analyzing data and writing your dissertation.
- You are not required to complete a goals and planning worksheet or portfolio. However, if these tools are helpful to you, you can continue to use them. You will likely want to update your portfolio for job search purposes - keep your intended audience (type of employer) in mind!

### 3.2 MAJOR MILESTONES AND TIMELINE FOR MAJOR PH.D. REVIEWS AND EVALUATIONS

Review/Evaluation	Tasks
<b>Goals and Planning: Course Work and Semester Check in Points</b>	<p>Initially, meet with your faculty advisor to begin planning the course work that you will pursue for your degree prior to beginning the program.</p> <p>Thereafter you will meet with your advisor prior to registration for the subsequent semester to plan specific course work. This can coincide with the semester check-in which is required of each student.</p> <p>The semester check-in point is a way for students and advisors to ensure a common understanding is shared regarding student progress. Complete the goals and planning worksheet to prepare you for this discussion with your advisor (see Appendix C: Goals &amp; Planning Worksheets and Appendix D: Goals &amp; Planning Tips).</p>
<b>Annual Review</b>	<p>The faculty will conduct a yearly progress review in May. A link to your online portfolio and your portfolio worksheets (see Appendix B: Portfolio Worksheet) should be submitted to your advisor and the department secretary <b>by week 8 of the Spring semester</b>.</p> <p><i>A detailed description of the review process is found in section 2.4.</i></p>
<b>Graduate Committee and Plan of Study</b>	<p>Formulate your graduate committee and create a Plan of Study to be filed with the Graduate School when about a third of the course work has been completed (generally mid or end your second year). Your Plan of Study will be approved by your graduate committee first and then by the Graduate School.</p>
<b>Preliminary Exams</b>	<p>The purpose of the preliminary examinations, integrating both written and oral components, is to assess your readiness to proceed with the independent research and writing that will lead to the completion of a satisfactory doctoral dissertation. The preliminary exam consists of three components. One of the three will be a polished professional portfolio (<i>see Section 5: Appendix A</i>).</p> <p>Preliminary exams generally occur near the end of course work for the degree. <i>Specifics of the exam and its scheduling are determined in consultation with your graduate committee. Your preliminary exam questions will be determined based on areas that your committee perceives as needing improvement or demonstration.</i> At least two semesters must elapse between the preliminary exam and graduation.</p>
<b>Dissertation</b>	<p>There are two dissertation options for LDT PhD students, described in Section 4. The dissertation period is divided into two major components:</p> <ul style="list-style-type: none"> <li>The <b>dissertation proposal defense</b> requires both a written and an oral component, each of which outlines the early chapters of your dissertation and plans for completing it. Both are presented to your dissertation committee. The oral component is called the <b>dissertation proposal defense</b>. Committee members will have read your written proposal and will hear your oral presentation of your plans for the</li> </ul>

dissertation, typically followed by questions from the committee and a discussion. The committee decides whether you are prepared to conduct dissertation research.

**NOTE:** *In some circumstances, the preliminary exam and dissertation proposal may be combined. This will be decided by the dissertation committee. For example, these may be combined when a student has published two papers and has a strong plan for the third paper of a three-paper dissertation.*

- The **dissertation defense** involves presenting your written dissertation with all sections required for the option you have chosen (see Section 4) to the dissertation committee, along with an oral defense, which typically includes presentation of an overview of your dissertation, each paper, questions from the committee, and a discussion. The committee decides whether you have passed the dissertation requirement.

## 4 DISSERTATION OPTIONS

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The dissertation is the culminating experience of a doctoral degree and demonstrates your ability to personally design and conduct research that will make a meaningful contribution to the body of knowledge in the field. Two types of dissertations are accepted by the LDT program: the traditional dissertation and the three paper dissertation.

Within the LDT Student Center, within the Ph.D. section, you can access sample dissertations via the ProQuest link.

### 4.1 TRADITIONAL DISSERTATION

The traditional dissertation consists of 5-6 chapters focusing on a specific research study, per APA guidelines (although formatting will be Purdue-style). Generally, the standard dissertation includes:

- **Chapter 1: Introduction.** A chapter introducing the study and highlighting the need for the study and the investigation of the research questions
- **Chapter 2: Literature Review.** A chapter focusing on a full review of the related literature including relevant research, theory, and/or methodological issues
- **Chapter 3: Methods.** A chapter discussing the methods and procedures for the study methodology/procedures chapter
- **Chapter 4: Results.** A chapter focusing on the results of the data collection and all data analyses
- **Chapter 5: Discussion and Conclusions.** A chapter discussing the findings, practical implications, implications for research, and the conclusions of the study
- References
- Appendices

NOTE: A dissertation proposal for a traditional dissertation includes *completed* chapters 1, 2, and 3.

### 4.2 THREE PAPER DISSERTATION

In order to promote publication of peer-reviewed research studies, an alternative to the traditional dissertation/thesis, the three paper dissertation option, may also be completed by students with full agreement and cooperation of the student's PhD dissertation committee. The appropriateness of a multiple article dissertation will depend on the program of study, research topic and questions, career trajectory, amount of time needed, and other factors. It is not easier than a traditional dissertation. Both formats have their own advantages and disadvantages. Doctoral students should carefully consider and discuss these issues with their chair early in their program and no later than before submission of the dissertation proposal.

The three paper dissertation option would consist of the following:

- A dissertation proposal and review process as with the traditional dissertation process
- The three papers are each free-standing in the sense that each can be read and understood independently, but should be connected by a related theme. All three papers must be from research completed while in the Learning Design and Technology program at Purdue University.
- At least 2 of the 3 must be empirical studies (e.g., research based on qualitative and/or quantitative data you have collected including design-based research; systematic literature review, meta-analysis, and meta-synthesis). One paper may be of an alternative format (e.g., theoretical or

conceptual paper, design case). Ideally, you would include a variety of methodologies across your three papers, which will showcase your skills to future employers.

- At least one of the papers submitted must be accepted for publication or published by the dissertation defense date.
- At least 2 of the 3 must be single-authored or lead-authored (with a faculty mentor) by the student.  
*See more detail in the "Authorship" sub-section below.*

**NOTE:** A dissertation proposal for a 3-paper dissertation includes a complete introduction, completed manuscripts for two of the three papers, and a potential methodology for the third paper. At least one of the two manuscripts should be under review, accepted, or published.

For a three-paper dissertation, students who already have two papers submitted for publication *may be eligible* to combine the preliminary examination with the dissertation proposal. The dissertation committee will make this determination.

The final written three-paper dissertation generally consists of 5 chapters as determined by the student's Ph.D. dissertation committee:

- **Chapter 1: Introduction.** An introductory chapter that briefly outlines all of the papers that have been submitted as part of the dissertation and explain how they are related. This includes the broad research question/topic being investigated; the over-arching goal of the study (of the individual research reports, considered in tandem) as well as the specific objectives of each individual study report (each 'piece'). You should also address how the papers contribute to your research agenda. For any co-authored articles, indicate the percentage of effort and the role played by each author.
- **Chapter 2, 3, and 4: A chapter for each of the papers.** These will be submitted in proper dissertation format, except for those that have been published which will retain publication format.
- **Chapter 5: Discussion.** A conclusion chapter that includes a narrative about what was learned from each of the papers, what was learned about the research process, and summarize the major findings across the articles in light of the issues raised in the introduction. This chapter will tie everything together; allowing the reader to see how the various manuscripts, taken together, make a contribution to a particular field. The conclusion chapter should discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually, address limitations, discuss recommendations and implications (as appropriate), and discuss needs for further research
- **References:** please note that for this format each chapter has its own separate list of references.
- **Appendices** should be placed with appropriate manuscript

### Authorship

The dissertation chair and committee may set criteria for the doctoral candidate to be the sole or lead author on each paper. However, for at least two of the papers, the doctoral candidate must be the primary contributor, meaning that the candidate is primarily responsible for:

- The development of the concept or idea for research
- The development of the research design
- Conducting the research and analysis
- Interpreting the results
- Writing major portions of the article

An overall guiding principle is that the dissertation as a whole represents the doctoral candidate's ability to engage in independent work and stand on their own as a scholar with expertise in the dissertation topic.

## Copyright

If any published articles are included, the doctoral candidate must secure appropriate copyright clearances to include them in the dissertation, as outlined by the Graduate School here:

<https://www.purdue.edu/gradschool/research/thesis/resources/copyright.html>

Candidates are encouraged to discuss with journal editors and publishers well in advance of publication to ensure that there will be no issues in including the article in their dissertation.

## Dissertation Committee Approval

The dissertation committee has the authority to:

- Determine if each article is acceptable
- Reject an article for inclusion
- Require revisions, even to articles that have already been accepted or published
- Require additional materials



## 5 APPENDIX A: PORTFOLIO REQUIREMENTS

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What should be included in the Professional Portfolio?

The portfolio will be divided into four categories: “Research Skills & Disseminating Knowledge,” “Teaching Experience,” “Service & Leadership Experience,” and “Learning Design and Technology Experience.” Each category will include:

- **Required items** - significant pieces that meet the requirements
- **Strongly recommended items** – these are not explicitly required, but most students should include these items, unless this is made difficult or unnecessary by a student’s chosen career path, background, etc.
- **Optional items** – pieces that may be advised depending on a student’s specific interests and professional goals

You will be expected to include more than the minimum requirements in each area and to stretch yourself by including optional or additional items (such as additional articles/presentations, teaching experiences, etc.). As discussed above, you may place more emphasis on some areas than others. For example, if you are planning to apply for faculty positions in research-intensive universities, you should include many of the strongly recommended and optional items in the research section, as well as showing strength in teaching and service.

For each section (research, teaching, service, and LDT skills) you will include a narrative discussing your skills, knowledge, and experiences as well as artifacts which provide evidence for required, recommended, and optional items. You must decide how to effectively present and organize your actual portfolio site. However, you will need to include both descriptions and artifacts to provide evidence of meeting the criteria described below.

Complete the Appendix B: Portfolio Worksheet prior to your annual review and as part of the materials submitted for your preliminary examinations. This will allow your advisor and committee to easily locate evidence for each area.

Consider that your portfolio itself is a representation of your ability to create well-designed materials. It should be professional in appearance and easy to navigate. It should also be personalized to demonstrate who you are and align with your target employer’s expectations. A portfolio for someone aspiring to work in a K-12 setting might look different than one aimed at a corporate or university setting. Carefully consider your color palette, font, organization, and other visual design aspects.

### 5.1 PRESENTING YOURSELF

*These requirements may be included on your portfolio’s home page, an “about me” page, or a similar page.*

Narrative should include:

- Introduction of yourself as a scholar/professional

Required:

- *For students with an academic focus*, include an academic Curriculum Vita.
- *For those with a professional focus*, include a professional resume.

**Recommended:**

- Professional photo of you
- Highlights of your strengths or interests

## 5.2 RESEARCH SKILLS & DISSEMINATING KNOWLEDGE

Here, you will provide insight into your research interests, evidence of your experiences to date, developing expertise, and your upcoming plans to continue gaining experience.

**Note:** *If you collaborated with other authors in any of these projects, clearly describe the collaboration and your role in particular.*

**Narrative should include:**

- Description of your research interests (you may wish to include a diagram or other mechanism to show how they fit together) and how the activities you have been involved in align with these interests
- A brief description of the activities you have engaged in, and how the artifacts align with them

If these activities included group projects, clearly specify what your role was within the group. You may integrate/link to artifacts related to each of these projects (meeting the requirements below).

- Research related skills you have acquired

You may want to indicate where these are demonstrated in the activities described.

**Required: Evidence of all of the following**

- Literature review
- Research study proposal (may be created as part of a course or as part of research group work or independent study)
- Qualitative data analysis experience
- Quantitative data analysis experience
- Attend and present at least one national or international conference (e.g., AECT, AERA)
- LDT-related manuscript reviewed by peers, approved by faculty advisor/collaborating faculty, and submitted for publication to peer reviewed publication (1st author)
- Peer review of a manuscript or presentation proposal (may be shadowing a professor)
- Contribute to writing an IRB protocol

**Strongly recommended: Evidence of one or more of the following**

- Grant writing experience (at least applied to a small grant or contributed to writing a large grant application)
- Published 1st author paper
- Write an IRB proposal
- Conference proceeding
- Mixed methods study design experience
- Cross-disciplinary research experience

Optional: One or more of the following

Graduate certificates, including but not limited to *Instructional Design; Workplace Learning; Statistics; Psychological Statistics; Teaching English Language Learners; Gifted, Creative and Talented Studies; Qualitative Research*; Quantitative Research, Assessment, and Evaluation in Education

### 5.3 TEACHING EXPERIENCE

Here, you will provide evidence of your teaching experience. You will be expected to gain at least one significant experience (face-to-face or online) and one smaller experience (in the other mode), **or** several smaller experiences. Some experiences may be prior to the LDT program.

**Note:** *If you collaborated with others in designing or teaching these experiences, please describe your role.*

Narrative should include:

- Statement of teaching philosophy
- Brief description of the activities you have engaged in, how the artifacts connect to them, and what you gained from the experience

Required:

Teaching may include any of the following, but we strongly recommend at least one face-to-face and one online teaching experience.

- K-12
- Undergraduate
- Graduate
- Professional workshops

Provide description and evidence of teaching or training experience, including several of the following from across your teaching experiences:

- Syllabus (highlight your contribution/role)
- Activities you designed or led
- Assignments you designed or led
- Presentation slides
- Handouts, worksheets, etc.
- Job aids
- Examples of feedback given to students
- Formal or informal student evaluations
- Letter from supervising instructor discussing your role and level of competence (if you were a teaching assistant)

Optional, but strongly recommended for those going into academia:

- Additional teaching-related training, certification, and/or workshops (e.g., Purdue's Certificate of Foundations in College Teaching; Quality Matters)

## 5.4 SERVICE & LEADERSHIP EXPERIENCE

Here you will provide evidence of service and leadership experiences. Within academia, “service” often refers to committee work. However, you may also want to share evidence of other types of service or volunteer work. *Evidence of volunteer LDT work should go in the “Learning Design and Technology Experience” section, but can also be referenced here as a volunteer experience, with a link to the appropriate section.*

Narrative should include:

- Describe your service and leadership experiences and how these link to your research and/or professional goals.
- Explain your role in experiences as part of a larger group or organization.
- If service is an important part of your professional or personal identity, consider beginning this section with a statement of what service means to you and how you see it becoming part of your future professional role.

Required:

- Evidence of membership in professional organizations (regional, national, or international) *Evidence might include badges or receipts.*
- Description and evidence of service and leadership opportunities, including **two or more** of the following: (*Evidence may include thank-you letters, acknowledgement in programs, etc.*)
  - Officer in PALDT, GSEC, CIGSA, graduate senate, or another graduate student organization
  - Participation in designing, organizing, and/or running COE or other conferences
  - Leadership role in other COE or Purdue organizations
  - Representative on college/university committees
  - National organization committee/board member
  - Volunteer at a national conference
  - Reviewer for a conference or journal
  - Other service related to your future profession
  - Volunteer in local organizations (related to ID or research)

Optional, but strongly recommended for those going into academia:

- Officer or leadership role in at least one program, departmental, or university committee, club, or organization
- Officer or leadership role in at least one regional or national professional organization
- Reviewer for a publication or conference

Optional:

- Evidence of other types of engagement with communities of practice in your area of interest
- Evidence of other types of service to the university, community, or the larger field

## 5.5 LEARNING DESIGN AND TECHNOLOGY EXPERIENCE

Here you will discuss and provide evidence of your experiences in analysis, design, development, implementation, and/or evaluation. This may include evidence of one large project or several smaller projects. Although you may include items in your portfolio from prior to starting the LDT program, you must also provide evidence of at least one substantial experience gained through an LDT internship that differs from your previous or current professional experiences.

**Note:** *If you collaborated with others in any of these projects, clearly describe the collaboration and your role in particular.*

Narrative should include:

- Overview of your LDT experiences and how they contribute to your professional identity
- Brief description of the activities you have engaged in and how the artifacts align with them  
*If these activities included group projects, clearly specify what your role was within the group. You may also want to highlight team-work and project management skills in this description.*
- Explanation of consideration of social, ethical, legal, and human issues related to your project design
- LDT related skills you have acquired

Required:

- Evidence of significant design, development, implementation, analysis, or evaluation project(s) done for a client **outside of the department, preferably outside of the College of Education**  
*This may be paid or unpaid, and may be gained during your internship. Evidence could include:*
  - Final report/reflection paper
  - Supervisor review
  - Description of project – client, audience, need, your solution approach, and final outcomes
  - Evidence/artifacts of the project -- This may vary depending on the type of project, but should include several of the following:
    - Design documentation
    - Link to online materials
    - Electronic copy of published materials
    - Photos or videos of materials in use
    - Results of user testing
    - Evaluation report
    - Badges designed

Optional but strongly recommended, especially for students planning to work as a practitioner:

- Two or more significant experiences (volunteer or paid) in different domains or requiring different skillsets (e.g., one design project and one evaluation project)
- Evidence of relevant course projects in LDT electives or other course experiences.

*These may include similar artifacts to those described for the internships.* You may include multiple artifacts for each project (e.g., for a video, you may include the storyboard and a link to the final video.) This will allow you to demonstrate to potential employers and others *all* of the LDT skills you used in the project – consider that they may be equally or more interested in your ability to create storyboards or design documents than the specifics of your final project!

Optional:

- Badges or other evidence (e.g., Apple or Google certifications) of familiarity with technology and tools used in the field
- Purdue certificates certification
- Professional certifications

## 6 APPENDIX B: PORTFOLIO WORKSHEET

This worksheet should be prepared and submitted prior to your annual review (each year before you complete your preliminary examinations) and as one of the deliverables for your preliminary examination.

Detailed descriptions of each item are included in Appendix A: Portfolio Requirements.

### 6.1 PRESENTING YOURSELF

Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
<input type="checkbox"/>	Personal introduction	
<input type="checkbox"/>	CV or resume	

### 6.2 RESEARCH SKILLS & DISSEMINATING KNOWLEDGE

Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
	<b>Narrative, including:</b>	
<input type="checkbox"/>	Description of research interests	
<input type="checkbox"/>	Description of activities you have engaged in	
<input type="checkbox"/>	Research skills you have acquired	
	<b>Evidence of required experiences:</b>	
<input type="checkbox"/>	Literature review	
<input type="checkbox"/>	Research study proposal	
<input type="checkbox"/>	Qualitative analysis	
<input type="checkbox"/>	Quantitative analysis	
<input type="checkbox"/>	Presentation at student conference	
<input type="checkbox"/>	Presentation at national/international conference	
<input type="checkbox"/>	1 <sup>st</sup> author manuscript	
<input type="checkbox"/>	Peer review	
<input type="checkbox"/>	Contribution to IRB protocol	
	<b>Recommended:</b>	
<input type="checkbox"/>	Grant writing	
<input type="checkbox"/>	Published paper	
<input type="checkbox"/>	IRB protocol	
<input type="checkbox"/>	Conference proceeding	
<input type="checkbox"/>	Mixed-methods study design	
<input type="checkbox"/>	Cross-disciplinary research experience	
	<b>Optional:</b>	
<input type="checkbox"/>	Graduate certificates (which one(s) have you completed or do you plan to complete?)	

Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
<input type="checkbox"/>	Other ( <i>describe</i> )	

### 6.3 TEACHING EXPERIENCE

Requirement		Feedback <i>Space reserved for comments offered by faculty member as part of review</i>
<input type="checkbox"/>	<b>Narrative, including :</b> <ul style="list-style-type: none"> <li>• Statement of teaching philosophy</li> <li>• Description of activities you have engaged in</li> </ul>	
	<b>Evidence of required experiences:</b>	
<input type="checkbox"/>	For each teaching experience: <ul style="list-style-type: none"> <li>• Provide a description of the course and what your role was</li> <li>• Where possible, include one or more of the artifacts you present described in section 5.3.</li> </ul> <p><i>Some artifacts should be present with at least one of your experiences to pass the portfolio requirement.</i></p>	
	<b>Optional:</b>	
<input type="checkbox"/>	Teaching-related training, certification, or workshops attended.	
<input type="checkbox"/>	Other ( <i>describe</i> )	

### 6.4 SERVICE & LEADERSHIP EXPERIENCE

Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
<input type="checkbox"/>	<b>Narrative, including :</b> <ul style="list-style-type: none"> <li>• Statement of what service means to you/your future role</li> <li>• Description of activities you have engaged in and how these link</li> </ul>	
	<b>Evidence of required experiences:</b>	

Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
<input type="checkbox"/>	Evidence of membership in professional organizations	
<input type="checkbox"/>	Description & evidence of service and leadership opportunities	
<b>Optional</b>		
<input type="checkbox"/>	Evidence of officer/leadership roles	
<input type="checkbox"/>	Other types of service, engagement, or volunteer efforts	

## 6.5 LEARNING DESIGN EXPERIENCE

Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
<b>Narrative, including:</b>		
<input type="checkbox"/>	Overview of LD experience and contribution to professional identity	
<input type="checkbox"/>	Description of activities and connection with related artifacts	
<input type="checkbox"/>	Explanation of consideration of social, ethical, legal, and human issues for each project	
<input type="checkbox"/>	LDT skills	
<b>Evidence of required experiences:</b>		
<input type="checkbox"/>	Internship experience (including description, final report/reflection, supervisor review, and advisor/instructor review)	
<input type="checkbox"/>	Other experiences involving Analysis, Design, Development, Implementation, or Evaluation. For each experience: <ul style="list-style-type: none"> <li>Describe the experience and your part in creating it</li> <li>Include one or more artifacts, including those described in section 5.5 or others relevant to the type of project (e.g., for a video, you may include the storyboard and a link to the final video)</li> </ul>	
<b>Optional</b>		



Requirement		Feedback <i>Space reserved for comments offered by faculty members as part of review</i>
<input type="checkbox"/>	Badges, certificates, etc.	
<input type="checkbox"/>	Other ( <i>describe</i> )	

## 6.6 FACULTY FEEDBACK FOR PORTFOLIO

This section will be completed as part of faculty review, as applicable.

Area	Feedback
<b>Presentation of the portfolio</b> <ul style="list-style-type: none"> <li>Is this portfolio professionally prepared (including easy to use navigation, clear and appropriate writing, and professional appearance)?</li> <li>Does the look and feel represent the student as an individual, and is it appropriate for their career goals?</li> </ul>	
<b>Match between balance of the portfolio and professional goals</b> Is the student over- or under-represented in areas that align with their goal? What might they do to address this in the following year?	
<b>Strengths</b>	
<b>Areas for improvement</b>	
<b>Other feedback</b>	

## 7 APPENDIX C: GOALS & PLANNING WORKSHEETS

Complete your Goals & Planning worksheet before your meeting with your advisor each semester. This will help you and your advisor ensure your goals are realistic, to help you move forward in your program, and develop a support process for achieving identified goals.

*Your responses should be written in a form that conveys your reflection - paragraphs, bullet point list, etc. Be reflective about your own goals and where you currently are in your PhD journey.*

Throughout the program, you will be asked to respond to some of the same prompts and some different prompts depending on what point you are at in the PhD program (see description of these phases in section 3.1).

### 7.1 EARLY COURSEWORK PERIOD

Use this worksheet to plan for goals and planning meetings with your advisor, and to record what you have discussed during the meeting.

Reflect on...	Your Notes
What are your career goals? <i>That is, what do you see yourself doing after you graduate? Are you aiming for academia, corporate, non-profit, other, or unsure?</i>	
How will you prepare yourself for your career goal(s)? <i>That is, what experiences do you plan to gain before you graduate?</i>	
What experiences do you need to gain <i>in the next year</i> to help you develop your portfolio and move towards your professional goals? Consider: <ul style="list-style-type: none"><li>● Research experiences</li><li>● Teaching experience</li><li>● Service opportunities</li><li>● Learning Design and Technology experience</li></ul>	
What areas do you need assistance with to meet your goals and/or the experiences you hope to gain this year? Who/what can assist you, and what is your plan to pursue this assistance?	
What abilities and attitudes do you need to develop to move towards being a more independent scholar and researcher? <i>For example, how might you develop your self-efficacy as a scholar? How can you improve your scholarly writing?</i>	
What personal goals do you have? How are your personal needs being met? Consider your work-life balance.	

## 7.2 ADVANCED COURSEWORK AND PREPARING FOR THE PRELIMS PERIOD

Use this worksheet to plan for goals and planning meetings with your advisor, and to record what you have discussed during the meeting.

Reflect on...	Your Notes
What are your career goals? <i>That is, what do you see yourself doing after you graduate? Are you aiming for academia, corporate, non-profit, other, or unsure?</i>	
How will you prepare yourself for your career goal(s)? <i>That is, what experiences do you plan to gain before you graduate?</i>	
What experiences will you gain <i>in the next year</i> to help you develop your portfolio and move towards your professional goals? Consider: <ul style="list-style-type: none"><li>● Research experiences</li><li>● Teaching experiences</li><li>● Service opportunities</li><li>● Learning Design and Technology experiences</li></ul>	
What types of experiences do you need to gain before you begin your preliminary exams? <i>For example, what might you need to do to help you focus your topic of interest?</i>	
What areas do you need assistance with to meet these goals? Who/what can assist you, and what is your plan to pursue this assistance?	
What abilities and attitudes do you need to develop to move towards being a more independent scholar and researcher? <i>For example, how might you develop your self-efficacy as a scholar?</i>	
What personal goals do you have? How are your personal needs being met? Consider your work-life balance.	

## 7.3 PRELIMINARY EXAMINATION PREPARATION

Use this list of prompts to help prepare you to respond to questions about your goals and next steps during your oral preliminary examinations.

Reflect on...	Your Notes
What are your career goals? <i>That is, what do you see yourself doing after you graduate? Are you aiming for academia, corporate, non-profit, other, or unsure?</i>	

How will you prepare yourself for your career goal(s)? <i>That is, what experiences do you plan to gain before you graduate beyond simply completing your prelims and dissertation?</i>	
How will you build on what you worked on for your prelims to develop a dissertation proposal? What more do you need to know or do to prepare for your dissertation proposal?	
What is your proposed timeline to complete your dissertation work?	
Who are you considering for a 4th committee member? If unsure, make sure to discuss this during your prelim defense.	
What abilities and attitudes do you need to develop to move towards being a more independent scholar and researcher?	

## 8 APPENDIX D: GOALS & PLANNING TIPS

The table below includes some items you may wish to consider as you complete your *goals and planning worksheet* (see Appendix C: Goals & Planning Worksheets).

### 8.1 EARLY AND ADVANCED COURSEWORK PERIOD

Topics to reflect on	Considerations
What are your career goals?	<p>Many of our students become faculty members at research-intensive or teaching-focused institutions. Others aim to become professional instructional designers, chief education officers, administrators of higher ed online programs, or other roles. <i>What is your goal?</i></p> <p>Remember, this may change over time... and that's ok! However, start with a goal. You may also be open to different alternatives at this point. Consider what you can do to learn about different options for people with a doctoral degree in LDT!</p>
How will you prepare yourself to achieve career goal(s)?	<p>What major tasks are necessary to be prepared for your potential future professional role?</p> <p>By completing portfolio requirements, you will have a solid start for preparing for your career goals. However, use your specific goals to tune these experiences. For example, if you know you want to serve as a faculty member at a teaching institution, you may want to gain extra teaching experience; whereas if your goal is to work at a research institution, you will want to gain additional research experiences. Similarly, if you plan to work outside of academia, you may gain more design and development experiences and pursue research activities that are more applied.</p>
<p>What experiences do you need to gain <i>in the next year</i> to help you develop your portfolio and move towards your professional goals? Consider:</p> <ul style="list-style-type: none"><li>● Research experiences</li><li>● Teaching experiences</li><li>● Service opportunities</li><li>● Learning Design and Technology experiences</li></ul> <p><b>When in the advanced coursework period, you will also respond to:</b></p> <p>What types of experiences do you need to gain before you begin your preliminary exams?</p>	<p>These should be specific and actionable. Consider:</p> <ul style="list-style-type: none"><li>● <b>Specific courses you will take</b> -- in LDT, research/methods courses, and electives</li><li>● <b>Development of new technical skills</b> – identify tech badges you would like to acquire, workshops you would like to attend, and/or projects that will exercise your new technical skills</li><li>● <b>Development of design skills</b> – identify courses you would like to take and/or projects that will exercise your new skills</li><li>● <b>Development of research skills</b> – see the portfolio checklist for specific skills and evidence you will acquire over your program. Identify courses you plan to take, projects you have become involved</li></ul>

with (see next point), or outside opportunities you might take advantage of (e.g., pre-conference workshops at professional conferences, MOOCs, etc.).

- **Involvement in research activities** - During your first year, plan to get involved with at least 1 research activity under mentorship by your advisor or a senior student, as well as beginning a literature review on a topic of your own interest. As you progress through the program, gain a variety of experiences such as assisting in writing an IRB protocol or grant proposal, presenting at a conference, co-authoring a paper, etc. See the portfolio checklist for required and recommended activities.
- **Teaching experiences** – If you do not have prior teaching experience or a paid TAship, consider volunteering to TA or offer a workshop.
- **Service opportunities** -Consider nominating yourself for a service position in LDT, C&I, the College, University, or a professional organization.

**Review the portfolio guidelines.** Consider:

- What is your timeline for completing portfolio requirements? Which will you focus on for this next year?
- What experiences will help you meet these requirements?
- ***Early in your program***, you will want to leverage your prior experience and incorporate accomplishments you have done into your portfolio. You will likely also leverage course projects for your portfolio.
- ***As you move into your advanced coursework period***, consider what experiences you already have and what more you need to present a strong profile that aligns with your career goals. This may weigh more heavily in one or more areas than in others.
- Consider that you cannot do an amazing job at everything at once, and pace yourself! You will have lots of opportunities for relevant experiences throughout your time here. Therefore, we recommend you set some big-picture goals, then think about specifics for the coming year to make a realistic plan.

**Be prepared to discuss this at a high level with your advisor.** By the time you begin your preliminary exams, you should be near completion of the following. Be prepared to discuss (at a high level) your plan for meeting these goals:

- Gain a firm idea of your career goals or at least specific paths you might want to explore. Plan to learn about what these types of careers entail and what expectations might be for applicants.
- Complete your program of study. Consider what electives you would like to take and whether you will pursue a certificate (e.g., graduate certificate in qualitative research, quantitative certificate, UX certificate, entrepreneurship certificate)
- Identify and complete an internship that is complementary with your prior experience. That is, if you already have a strong background in one area (e.g., design and development) or context (e.g., K-12), seek an internship that is heavily focused in another area (e.g., analysis and evaluation) or context (such as higher education). Also consider your career goal. For example, if you would like to or are open to working in a position that will involve a high degree of online teaching but you do not have much online teaching or online course design experience, look for an opportunity to design and develop online materials. *International students: please be sure to check with ISS before starting your internship to ensure you are not violating your F1 status.*
- ***If you are planning on a 3-paper dissertation:*** What is your main focus or research thread? What papers have you completed, and what are your plans for the remaining paper(s)? Who will you work with on these papers? *See recommendations for planning a 3-paper dissertation in section 4.2. Planning for a 3-paper dissertation generally occurs much earlier in the program than a traditional dissertation.*
- ***If you are planning to complete a traditional dissertation:*** What will your topic be? What more do you need to learn or do to help you select or narrow down your topic?
- What do you still need to do to complete your portfolio requirements? What other research,

	teaching, service, or design/development experience do you plan to gain? What will you need to do to gain these experiences?
What areas do you need assistance with to meet your goals and/or the experiences you hope to gain this year? Who/what can assist you, and what is your plan to pursue this assistance?	<p>There are a lot of resources out there. Think about who and what can help you meet your goals! Some <i>examples</i> include:</p> <ul style="list-style-type: none"> <li>● Accessing the Purdue OWL writing center or taking for-credit or non-credit courses to improve your English or academic writing skills</li> <li>● Consulting with your advisor as well as other faculty, students, and your professional network to learn about opportunities (e.g., volunteer teaching assistantships, internship opportunities, and service opportunities)</li> <li>● Exploring your research interests through reading</li> <li>● Exploring research interests and gaining practical research experience through involvement with a research project led by a faculty member or senior graduate student</li> <li>● Gaining additional specific research skills through advanced coursework and/or involvement in research projects</li> <li>● Getting feedback on your work – not just from faculty members but also from peers, the Purdue OWL writing center, and others <i>Take every opportunity for feedback! Receiving and making good use of feedback is an important professional skill for scholars.</i></li> <li>● Seeking opportunities to give feedback <i>This helps others (in the spirit of reciprocity) but also yourself (you learn a lot by giving feedback to others). Even if you may not yet have a lot of knowledge in an area, you can provide value by pointing out areas that are not clear or making suggestions on how to improve writing, style, and clarity!</i></li> <li>● Identifying other means to learn about topics of your interests, including on-campus or professional workshops and presentations, MOOCs, self-study, etc.</li> </ul>
What abilities and attitudes might you need to develop to move towards being a more independent scholar and researcher?	<p>Becoming a scholar is not only about skills and knowledge. Abilities and attitudes also play a role in your success. Your advising meeting is a great place and time to get advice in this area! <i>Consider one or two areas to discuss in</i></p>



	<p><i>your next meeting, and think about other resources you may leverage!</i></p> <p>For example, many struggle with self-esteem or “imposter syndrome.” How can you develop your self-efficacy as a scholar?</p> <p>Another common struggle for students is time management and time on task. What strategies can you use to address these challenges? Some students benefit from forming writing groups for peer accountability. Others benefit from writing detailed strategic plans. If you aren’t sure what works for you, ask around – what works well for others? How might you adapt their approach in a way that works for you?</p>
What personal goals do you have? How are your personal needs being met?	<p>Work-life balance is an important consideration. Prioritizing conflicting demands can be difficult. Consider:</p> <ul style="list-style-type: none"> <li>• What obligations do you have outside of your work and school obligations? For example, do you provide care for children or others?</li> <li>• What do you need to do for your own health and wellness?</li> <li>• What hobbies or activities do you enjoy? Can you make time in your life for these?</li> </ul>

## 8.2 PRELIMINARY EXAMINATION PREPARATION

Topics to reflect on	Considerations
What are your career goals?	<p>At this point, you will likely have a better understanding of the type(s) of position(s) you might want to pursue. This is a good time to understand in more detail what is out there. For example, even within academia there are positions in research-intensive institutions, like Purdue, as well as teaching-intensive institutions, such as small liberal arts-focused colleges. Even within those institutions, there may be multiple types of positions, including tenure-track, clinical, or teaching-track.</p>
How will you prepare yourself for your career goal(s)?	<p>Consider the following:</p> <ul style="list-style-type: none"> <li>• Plan for the job search process -- What type(s) of jobs will you look for? What are your next steps in learning about and applying for jobs?</li> <li>• Consider what experiences you would still like to gain before you graduate. At this point, you will become more focused on your dissertation, and therefore, you may not want to take every opportunity that comes your way for research,</li> </ul>

	<p>teaching, service, or LDT experiences. Be strategic about additional experiences you would like to gain to fill out your profile and engage your passions.</p> <ul style="list-style-type: none"> <li>Although it will not be required, we recommend that you plan to continue to update your portfolio to assist you in your job search. This should be tied to your career goals to increase your marketability. <i>NOTE: Some students prepare more than one portfolio, if they are applying for multiple types of jobs (e.g., instructional designer and academic positions)</i></li> </ul>
<p>How will you build on what you worked on for your prelims to develop a dissertation proposal? What more do you need to know or do to prepare for your dissertation proposal?</p>	<p>Students typically use portions of what they wrote in preliminary examination responses towards their dissertation proposal. How might you leverage what you have already done?</p> <p>During your oral exam, you will receive additional advice from your committee on this area. Be prepared with ideas and questions to ask.</p>
<p>What is your proposed timeline to complete your dissertation work?</p>	<p>Create a timeline to keep yourself on track. Some topics to consider:</p> <ul style="list-style-type: none"> <li>When do you hope to write and defend your dissertation proposal?</li> <li>With your current vision of a dissertation topic, what type of data will you collect? Are there certain considerations that impact your timeline? For example, do you need to collect data during the school year or at a certain point in the semester? If you are planning to collect longitudinal data, how far apart will data collection activities occur?</li> <li>What type of data analysis are you considering? Keep in mind that qualitative or mixed-methods data analysis typically takes more time than quantitative analysis methods.</li> <li>What other factors might constrain your timeline (e.g., visa or funding restrictions)?</li> </ul>
<p>Who are you considering for a 4th committee member? If unsure, make sure to discuss this during your prelim defense.</p>	<p>Your program committee should consist of three members, but dissertation committees have four or more members. Additional members bring expertise that will be of assistance to you in completing your dissertation. This may be expertise in a specific topic or research method. What type of expertise might you be looking for? Who might you already know that might be a good fit?</p>

What abilities and attitudes do you need to develop to move towards being a more independent scholar and researcher?

You will never be done developing as a scholar! What are your current strengths and areas for improvement?

## 9 APPENDIX E: SAMPLE PROGRAM TIMELINES

### 9.1 FULL-TIME STUDENT WITH EXISTING LDT MASTER'S DEGREE

This is a sample schedule for a student with an LDT Master's degree, beginning Fall 2019 or later.

	Fall	Spring	Summer (not required, but will shorten program)
<b>Year 1</b>	EDCI 62800 (1 cr) EDCI 66000 (1 cr) EDCI 62700, Crit Rdg (3cr) EDCI 67200, if not already Taken, <i>or</i> Elective (3 cr) (8 credits)	EDCI 63800 (1 cr) EDCI 67600 (2 cr) Research Course (3 cr) Elective (3 cr) (9 credits)	Elective/Research Course (3cr) (3 credits)
<b>Year 2</b>	EDCI 67700 (2 cr) EDCI 67200, if not already Taken, <i>or</i> Elective (3 cr) Research Course (3 cr) (8 credits)	EDCI 59100 Data Analysis (2 cr) EDCI 673000 <i>OR</i> EDCI 67400 (3 cr) Elective/Research Course (3 cr) (8 credits)	EDCI 69500 (3-6 cr) (3 credits)
<b>Year 3</b>	EDCI 67800 (2 cr) Elective/Research Course (3 cr) <i>as applicable</i> Elective/Research Course (3 cr) <i>as applicable</i> (8 credits)	EDCI 673000 <i>OR</i> EDCI 67400 (3 cr) Preliminary Exams (69900 credits) (6+ credits)	Preliminary Exams <i>OR</i> Dissertation Proposal (69900 credits) (1-6 credits)
<b>Year 4</b>	EDPS 63000 (3 cr) Dissertation Proposal (699 cr) (potentially 4+ credits)	Dissertation (699 credits) (EDCI 67300 or 67400 if not already completed) (3+ credits)	Dissertation (699 credits) (1-6 credits)
<b>Year 5</b>	Dissertation (699 credits), <i>as applicable</i>	Dissertation (699 credits), <i>as applicable</i>	

#### Notes:

- Average time to completion 4.5-5 years
- This sample POS assumes MS level prerequisites have been taken
- EDCI 67600, EDCI 67700, EDCI 59100 (temporary number for Data Analysis), and EDCI 67800 must be taken in sequence
- EDCI 66000, EDCI 67600, and EDCI 67700 are prerequisites for EDCI 673000
- EDCI 69500 will generally be scheduled in the summer, but talk to your advisor if timing is a concern
- LDT program faculty strongly recommend defense of preliminary exams as a prerequisite for EDPS 63000; will depend on individual student plan, discuss with advisor
- LDT program faculty strongly recommend that students take the research sequence in semesters 1-3
- Students are required to take a minimum of 12 credits of EDCI 69900

## 9.2 FULL-TIME STUDENT WITH UNRELATED MASTER'S DEGREE

This is a sample schedule for a student *without* an LDT Master's degree, beginning Fall 2019 or later.

	Fall	Spring	Summer (not required but will shorten program)
Year 1	EDCI 57200 (3 cr) EDCI 62700, Crit Rdg (3cr) EDCI 62800 (1 cr) EDCI 66000 (1 cr)  (8 credits)	EDCI 53100 (3 cr) Elective (3 cr) Research Course (3 cr) EDCI 63800 (1 cr)  (7-10 credits)	EDCI 57700 (3 cr) Elective/Research Course (3 cr)  (3-6 credits)
Year 2	EDCI 51300 (3 cr) EDCI 56900 (3 cr) Elective/Research Course (3 cr)  (9 credits)	EDCI 67600 (2 cr) Research Course (3 cr) Elective Course (3 cr)  (8 credits)	Elective/Research Course (3 cr)  (3-6 credits)
Year 3	EDCI 67700 (2 cr) EDCI 67200 <i>or</i> Elective (3 cr) Elective/Research Course (3cr)  (8 credits)	EDCI 59100 Data Analysis (2 cr) EDCI 673000 <i>OR</i> EDCI 67400 (3 cr) Elective/Research Course (3 cr)  (8 credits)	EDCI 69500 (3-6 cr)  (3-6 credits)
Year 4	EDCI 67800 (2 cr) Elective/Research Course (3 cr) Elective/Research Course (3 cr)  (6+ credits)	EDCI 673000 <i>OR</i> EDCI 67400 (3 cr) Elective/Research Course (3 cr),  (6+ credits)	Preliminary Exams (69900 credits)  (1-6 credits)
Year 5	EDPS 63000 (3 cr) Preliminary Exams (69900 cr) (at least 6 cr recommended)	Dissertation Proposal (69900 credits) (at least 6 cr recommended)	Dissertation (69900 credits) (1-6+ credits)
Year 6	Dissertation (69900 credits), <i>as applicable</i>	Dissertation (69900 credits), <i>as applicable</i>	

### Notes:

- 69900 or independent study credits can be taken throughout in place of electives as it relates to your research topic(s)
- Students coming in with an unrelated Master's typically take 5 – 7 years
- This sample POS assumes MS level prerequisites have NOT been taken, although up to 30 MS credits can be transferred and count towards the minimum 90 credit hour requirement generally as electives.
- EDCI 67600, EDCI 67700, EDCI 59100 Data Analysis, and EDCI 67800 must be taken in sequence
- EDCI 62700 Crit Rdg, EDCI 67600, and EDCI 67700 are prerequisites for EDCI 673000
- EDCI 69500 is generally taken in the summer, but talk to your advisor if timing is a concern
- LDT program faculty strongly recommend defense of preliminary exams as a prerequisite for EDPS 63000; will depend on individual student plan, discuss with advisor
- Students are required to take a minimum of 12 credits of EDCI 69900