

# EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (PHD)

Department Website (<https://steinhardt.nyu.edu/alt/>)

NYSED: 07827 HEGIS: 0605.00 CIP: 13.0501

## Program Description

The Educational Communication and Technology (ECT) program awards a Doctor of Philosophy (PhD). This PhD program focuses on conducting qualitative and quantitative empirical research and evaluation of the effectiveness and learning outcomes of such resources and environments. Students will become prepared to be world-class scholars to theorize and study the relationship between design, media, technology, and learning across a variety of paradigms and research methodologies.

Prospective doctoral students are strongly encouraged to contact faculty members they are interested in working with in advance. All admitted full-time PhD students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program.

## Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/>) for additional information on school-wide admission. Some programs may require additional components for admissions.

See How to Apply (<https://steinhardt.nyu.edu/degree/phd-educational-communication-and-technology/how-apply/>) for admission requirements and instructions specific to this program.

## Program Requirements

The PhD requires the completion of 54 credits, comprised of two major categories of course work: *ECT coursework* (18 credits); and "School-wide doctoral requirements" (36 credits), research- and dissertation-related coursework required of all doctoral students in The Steinhardt School. The Coordinator of the doctoral program and faculty academic advisers assist students in making course selections and planning course sequences both appropriate to general doctoral guidelines and relevant to students' individual goals and interests (all ECT faculty serve as academic advisers to doctoral students). All courses taken must be at the graduate level which, at NYU, are numbered at the 2000- and 3000-levels (and at equivalent graduate levels in other schools at NYU, should doctoral students take their electives in NYU schools other than Steinhardt).

Course	Title	Credits
<b>Major Requirements</b>		
<i>ECT Foundations</i>		
EDCT-GE 2174	Foundations of Cognitive Sciences	3
EDCT-GE 2175	Foundations of the Learning Sciences	3
<i>Doctoral Seminars</i>		
EDCT-GE 3076	Advanced Seminar in Research and Practice in Educational Technology	3
<i>ECT Electives</i>		
Select nine credits from courses in these categories:		9
ECT Foundations		
Design Foundations		
Design Electives		
Research Courses		
<b>Steinhardt Doctoral Requirements</b>		
Educational Foundations		6
EDCT-GE 3311	Doctoral Content Seminar	3
Research Electives		15
Specialized Research Method		3
Dissertation Proposal Seminar		3
Cognates, professional electives related to specialization		6
<b>Total Credits</b>		<b>54</b>

## Research Requirements and Benchmarks

As doctoral students advance through their course work and develop expertise in a particular area of inquiry, they begin to formulate the questions that will define their doctoral research process. This process is comprised of a series of benchmarks, the first of which is meeting the requirements for admission to degree candidacy.

1. The candidacy paper
2. Candidacy approval  
Admission to degree candidacy
3. Appointment of dissertation committee
4. The dissertation proposal  
Application to University Committee on Activities Involving Human Subjects  
The dissertation proposal review
5. Dissertation research and writing  
Final oral examination  
Final dissertation approval

For ECT students this step involves writing the candidacy paper, a scholarly examination of a critical issue or problem at the intersection of learning, media and technology, with the guidance and support of an ECT faculty adviser. In the candidacy paper, students review relevant theory and studies previously conducted concerning this issue or problem, with a view toward establishing important directions to pursue in their own dissertation research.

After admission to candidacy, doctoral students' next benchmarks include developing the dissertation proposal and the appointment of a dissertation committee; these steps typically interact, as students make progress on the proposal while identifying appropriate committee members who, in turn, as selected, contribute to students' progress. During this period, students have the benefit of additional support in the Dissertation Proposal Seminar required of all doctoral students.

Depending on the types of studies students plan, this phase might also involve applying for approval to conduct their studies from the University Committee on Activities Involving Human Subjects.

The dissertation proposal, once approved by the students' committee, is formally reviewed by an advisory panel of faculty with relevant expertise. When approved, students begin the longer process of conducting their studies with the continued guidance and support of committee members. The last benchmark is the final oral examination of the completed dissertation, conducted by the dissertation committee and two outside readers.

## Sample Plan of Study

Course	Title	Credits
<b>1st Semester/Term</b>		
EDCT-GE 2174	Foundations of Cognitive Sciences	3
EDCT-GE 2252	Theories and Principles of Learning Analytics	3
Specialized Methods of Research course (by advisement)		3
<b>Credits</b>		<b>9</b>
<b>2nd Semester/Term</b>		
EDCT-GE 2175	Foundations of the Learning Sciences	3
Research course (by advisement)		3
Research course (by advisement)		3
<b>Credits</b>		<b>9</b>
<b>3rd Semester/Term</b>		
EDCT-GE 3311	Doctoral Content Seminar	3
EDCT-GE 2015	User Experience Design	3
Cognate (by advisement)		3
<b>Credits</b>		<b>9</b>
<b>4th Semester/Term</b>		
EDCT-GE 2158	Design Process for Learning Experiences	3
Research course (by advisement)		3
Cognate (by advisement)		3
<b>Credits</b>		<b>9</b>
<b>5th Semester/Term</b>		
EDCT-GE 2040	Social Media in Learning Environments (SMILES)	3
Research course (by advisement)		3
<b>Credits</b>		<b>6</b>
<b>6th Semester/Term</b>		
RESCH-GE 3001	Dissertation Proposal Seminar	3-6
EDCT-GE 2159	Future of Learning Technology	3
<b>Credits</b>		<b>6</b>
<b>7th Semester/Term</b>		
Research course (by advisement)		3
<b>Credits</b>		<b>3</b>
<b>8th Semester/Term</b>		
Research course (by advisement)		3
<b>Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>54</b>

**Comprehensive and culminating elements include:** conference papers; candidacy paper preparation and presentation (EDCT-GE 3311 Doctoral Content Seminar in Research in Instructional Technology), dissertation prospectus preparation and presentation (RESCH-GE 3001 Dissertation Proposal Seminar), dissertation defense.

Following completion of the required coursework for the PhD, students are expected to maintain active status at New York University by enrolling in a research/writing course or a Maintain Matriculation (MAINT-GE 4747) course. All non-course requirements must be fulfilled prior to degree

conferral, although the specific timing of completion may vary from student-to-student.

## Learning Outcomes

Upon successful completion of the program, graduates will:

1. Apply knowledge of learning theories from learning and cognitive sciences, along with their implications for media design principles and models, to make informed decisions in the design of educational media.
2. Identify, critique, and demonstrate understanding of key historical developments, theoretical shifts, and trends in practice within educational technology.
3. Create valid research questions in educational technologies and design comprehensive research methods, incorporating current field knowledge, collaboration with educators and learners, and the development of thorough empirical studies.
4. Independently manage research processes, including obtaining IRB approval, creating research tools, recruiting participants, conducting experiments, analyzing data using various methods, and reporting findings in academic formats.
5. Actively engage in the scholarly community of educational technologies, which includes collaborating with fellow researchers, working with interdisciplinary teams and stakeholders, and participating in conferences and workshops.

## Policies

### STEM OPT Benefits for International Students

If you're an international student, you may be able to work in the United States after graduation for an extended period of time. Most students studying on F-1 visas will be eligible for 12 months of Optional Practical Training (OPT) off-campus work authorization. F-1 students in this program may also be eligible for the STEM (Science, Technology, Engineering, or Mathematics) OPT extension, allowing you to extend your time in the United States to pursue degree-related work experience for a total of 36 months or 3 years. For more information on who can apply for this extension visit NYU's Office of Global Services: STEM OPT (<http://www.nyu.edu/students/student-information-and-resources/student-visa-and-immigration/alumni/extend-your-opt/stem-opt.html>).

### NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

### Steinhardt Academic Policies

Additional academic policies can be found the Steinhardt academic policies page (<https://bulletins.nyu.edu/graduate/culture-education-human-development/academic-policies/>).