Learning Sciences and Human Development

Degrees Offered

• Doctor of Philosophy

Nature of the Program

Scholars in the Learning Sciences and Human Development (LSHD) study learning and development where it happens: in classrooms and on playgrounds, in community centers and on street corners, at kitchen tables and in barber shops, in forests and in fields. Our empirical inquiries are guided by theories of cognition, development, culture, and design. Our program includes a diverse range of faculty from the LSHD department - as well as many faculty affiliates from departments across the college and university - to support innovative and interdisciplinary projects.

Our PhD program positions students for success through extensive research and teaching apprenticeships, support to accomplish authentic research milestones – including published journal articles and national conference presentations, funding for at least three years, and carefully scaffolded coursework designed to guide doctoral work at each stage of the process. Each cohort travels through core courses and milestones together, providing a peer network to complement faculty support.

In addition to the PhD in Learning Sciences and Human Development, students will select a specialization track in Cognition & Learning, Human Development & Family Sciences, Instructional Design & Technology, Research, Evaluation, & Analysis, or an individually-designed track in consultation with advisors.

FACULTY

PROGRAM DIRECTOR AND CLINICAL ASSOCIATE PROFESSOR

• Malayna Berstein - PhD (Northwestern University)
  Teacher Cognition, Professional Development, Reading, Qualitative Research Methods

PROFESSORS

• William Beasley - Ed.D. (University of Georgia)
  Instructor presence in online environments, integration of external technologies with learning management systems, elearning in cross-cultural contexts
• Reagan Curtis - Ph.D. (University of California at Santa Barbara)
  Educational Psychology, Interdisciplinary Human Development, Cognitive Science, Program Evaluation and Research Methodologies
• M Cecil Smith - Ph.D. (University of Wisconsin)
  Adult Literacy, Adult Development & Learning, Identity Development, Educational Psychology

ASSOCIATE PROFESSORS

• Johnna Bolyard - Ph.D. (George Mason University)
  Mathematics Education, STEM Education, Teacher Education, Professional Development
• Kimberly Floyd - Ph.D. (Old Dominion University)
  Assistive Technologies, Special Education
• Ugur Kale - Ph.D. (Indiana University Bloomington)
  Instructional Design, Computational Thinking, Technology Integration, Online Learning, Professional Development, Teacher Education
• Kristin Moilanen - Ph.D. (University of Nebraska)
  Adolescent Development, Self Regulation, Risk Behavior, Family Relationships
• Michelle Moore - Ph.D. (University of Pittsburgh)
  Hearing, Phonological Processing; Language and Literacy Disorders; Language, Acquisition; Phonological Processing, Reading Disabilities
• Amy Root - Ph.D. (University Maryland, College Park)
  Parenting and the Development of Emotional Competence, Individual Differences, Development of Shy/Wary Behavior
• Jessica Troilo - Ph.D. (University of Missouri)
  Cultural Conceptions of Fathers, Divorced Fatherhood, Influence of Social Media on Relationships, Opioid Impact on Teachers

ASSISTANT PROFESSORS

• Sara Anderson - Ph.D. (Tufts University)
  Long term pre-K effects, Pre-K quality among diverse populations, Neighborhood effects, Residential mobility
• Carla Brigandi - Ph.D. (University of Connecticut)
  Gifted Education and Talent Development, Educational Psychology
Admissions

Admissions Guidelines: In line with best practices for evaluation and assessment, set cutoff scores for tests and GPA are not used to make unidimensional admissions decisions. Instead, applicant materials are reviewed as a total package and admissions decisions are based on multidimensional factors. That said, successful applicants will tend to be at or above the 75th percentile on the GRE or MAT, have undergraduate GPAs at or above 3.5, and graduate GPAs (if any) at or above 3.75. These standards are designed to help ensure that students who enter the program will have a record of successful academic achievement supporting their potential to successfully complete the program and be competitive for appropriate subsequent employment opportunities.

Application Materials: Online applications can be found here. When given the opportunity to select a program, choose “Learning Sciences & Human Development. Applications should include:

- Letter of intent explaining purpose and motivation for a Ph.D. in Learning Sciences and Human Development. In this letter, applicants should briefly describe their scholarly interests, 1-3 faculty with whom they would like to work, how their interests align with those faculty members, and how they envision completing this program will further their long-term professional goals. Information about LSHD faculty can be found at lshd.wvu.edu/faculty-staff
- Three letters of recommendation from referees who can speak to your scholarly potential
- Scholarly writing sample (e.g., course paper)
- Curriculum Vita
- An interview may be included in the review process at the discretion of the admissions committee

Deadline: Applications will be reviewed on a rolling basis until April 1. Applicants who submit their files earlier will have a greater chance of securing funding.

Questions: Please do not hesitate to get in touch with questions.

Malayna Bernstein, Ph.D.
Director, Learning Sciences Programs
Doctor of Philosophy

MAJOR REQUIREMENTS

A minimum GPA of 3.00 is required of all coursework

Conceptual Core

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LSHD 701</td>
<td>Theoretical Foundations of LSHD</td>
<td>3</td>
</tr>
<tr>
<td>LSHD 702</td>
<td>Major Topics of Inquiry across LSHD</td>
<td>3</td>
</tr>
<tr>
<td>LSHD 703</td>
<td>Empirical Design in LSHD</td>
<td>3</td>
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<tr>
<td>LSHD 704</td>
<td>New Directions in LSHD</td>
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Specialization Tracks

Select from one of the following specializations:
- Cognition and Learning
- Human Development and Family Sciences
- Instructional Design and Technology
- Measurement, Evaluation, and Research
- Individualized Plan to be developed with advisor and program coordinator

Research Core

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<thead>
<tr>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDP 614</td>
<td>Statistical Methods 2</td>
<td>3</td>
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<tr>
<td>EDP 618</td>
<td>Mixing Research Methodologies</td>
<td>3</td>
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<tr>
<td>SCFD 715</td>
<td>Advanced Qualitative Research</td>
<td>3</td>
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<td>Advanced Methods Elective</td>
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Apprenticeships

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<td>EDP 970</td>
<td>Teaching Practicum</td>
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<tr>
<td>EDP 797</td>
<td>Research</td>
<td>9</td>
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<td>EDP 796</td>
<td>Graduate Seminar</td>
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<tr>
<td></td>
<td>Thesis or Dissertation</td>
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Total Hours

64

Major Learning Outcomes

LEARNING SCIENCES

Objective 1: Students will demonstrate a depth and breadth of knowledge in research, theory, and scholarship in Learning Sciences as the basis for growth over a professional career.
Objective 2: Students will conduct rigorous theory development and research using multiple and mixed methodologies to understand how people develop and learn in an array of formal and informal educational settings.

Objective 3: Students will design instructional events, environments, contexts, curricula, and interventions that facilitate deep learning and healthy development in an array of formal and informal educational settings.

Objective 4: Students will develop an understanding and appreciation of diverse cultures and contexts for human development and learning.

Objective 5: Students will model professional participation in an interdisciplinary community of scholars focused on promoting deep learning and healthy development of children and adults across a wide range of formal and informal educational settings.