Statement of Intent
Curriculum & Pedagogy EdD Applicants
(maximum 500 words)

Your Statement of Intent helps the Admissions Committee understand who you are as a professional learner and why the EdD in Curriculum & Pedagogy is the right next step for you. Use clear, concise language and concrete examples that go beyond your résumé.

What to address:

1. **Who you are as an educator-leader?**
   Briefly introduce your role(s) and context. Note any formative experiences or commitments that have shaped your curriculum and pedagogy practices, innovations, leadership and/or community engagement.

2. **What is your stance on curriculum and pedagogy?**
   Describe the values, dispositions, and practices that guide your work (e.g., evidence-informed design, assessment literacy, collaborative inquiry and so on).

3. **Why this EdD, now?**
   Explain your goals (scholarly and professional), why a practice-focused EdD fits those goals, and how our cohort-based, fully online model aligns with your circumstances.

4. **Problem of Practice (optional at application).**
   If you have an emerging Problem of Practice (PoP), describe it in 2–3 sentences.

Problem of Practice (PoP)

The PoP is defined as a "persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes." The PoP will be framed using your

comprehension of, and ability to apply theory and literature that you gain through coursework. Strong PoPs are:

- Deeply embedded in the student's professional curricular and pedagogical practice;
- Feasible to study within this context, and align with contemporary and critical issues in the education (curriculum and pedagogy) literature;
- Are framed by evidence (practice data and literature);
- Are **not** driven by solutions.

Can I use Artificial Intelligence (AI) to create my Statement of Intent?
The goal of creating a Statement of Intent is designed to help the admissions committee assess who you are as a potential EdD student, and if you are a good fit for the Curriculum and Pedagogy program. It would be challenging for AI to generate individualized statements of intent that reflect your goals and experiences.

Western has published Provisional Guidance for the use of Generative AI in Graduate Studies. In particular, they apply the Principles of **Accountability, Integrity, Transparency, Privacy and Data Security and Inclusion.** If you elect to use AI, you **must log its use** as part of the total document length. There is a useful table included here, to assist you to accurately describe what tasks you have allocated to AI.

Resources

Archbald, D. (2008). Research versus problem solving for the education leadership doctoral thesis: Implications for form and function. *Educational Administration Quarterly, 44*(5), 704–739.

Belzer, A., & Ryan, S. (2013). Defining the problem of practice dissertation: Where's the practice, what's the problem. *Planning & Changing, 44*.

Carnegie Project on the Education Doctorate. (n.d.). *What is a Dissertation in Practice?*

Dirkx, J. M. (2006). Studying the complicated matter of what works: Evidence-based research and the problem of practice. *Adult Education Quarterly, 56*(4), 273-90.

Leach, L. F. et al. (2021) Using Evidence to Frame Problems of Practice. *Impacting Education,* 6(4), 1–7.

Suchikova, Y. et al. (2025) GAIDeT (Generative AI Delegation Taxonomy): A taxonomy for humans to delegate tasks to generative artificial intelligence in scientific research and publishing. *Accountability in Research*. (1–27).

Table 1 (below) can help you identify and log your use accurately.

Table 1. GAIDeT – a taxonomy for the delegation of tasks from humans to GAIs in scientific research and publishing.

Macro level	Micro level
Conceptualization	Idea generation
	Defining the research objective
	Formulating research questions and hypotheses
	Feasibility assessment and risk evaluation
	Preliminary hypothesis testing (based on simulations or automated modeling)
Literature review	Literature search and systematization
	Writing the literature review
	Analysis of market trends and/or patent environment
	Evaluation of the novelty of the research and identification of gaps based on the literature review
Methodology	Research design
	Development of experimental or research protocols
	Selection of research methods
Software development and automation	Code generation
	Code optimization
	Process automation
	Creation of algorithms for data analysis
Data management	Data collection
	Validation (assessment of data quality and reliability)
	Data cleaning (identification and removal of missing or anomalous data)
	Data curation and organization
	Data analysis
	Visualization
	Reproducibility testing
Writing and editing	Text generation
	Proofreading and editing
	Summarizing text
	Formulation of conclusions
	Adapting and adjusting emotional tone
	Translation
	Reformatting (automated adaptation of text, references, and layout to journal or publishing requirements)
	Preparation of press releases and outreach materials (automated adaptation of research summaries for different audiences)
Ethics review	Bias analysis and potential discrimination assessment
	Ethical risk analysis
	Monitoring compliance with ethical standards
	Data confidentiality monitoring
Supervision	Quality assessment (analysis of methodological reliability, result validity, and thoroughness in addressing research questions)
	Trend identification
	Identification of limitations
	Recommendations (suggestions for practical applications of results, methodology improvement, or future research directions)
	Publication support (writing cover letters and responding to reviewers' comments, ensuring compliance with journal guidelines)