

套磁信修改指南

一、方法步骤：

- (一) 确定定稿套磁信，明确研究方向和套磁目标导师；
- (二) 按照申请项目以及导师的官网介绍修改邮件主题和导师的 title 以及姓名（注：不是 Professor 的导师统一写 Dr）；
- (三) 根据大学官网和择校表信息对应修改自我介绍部分，PhD Programme Name 和邮件主题 title 需保持一致（注：不是必须要体现的内容，没有这个部分的套磁信可忽略）；
- (四) 检查个人学术背景&科研背景&工作实习背景的阐述部分，一般不需要修改。有必要的話可以根据目标导师的研究方向等内容可以进行一定的调整，比如（1）自身的研究/实习/工作经历有与目标导师的研究方向重合的内容，建议简洁描述该经历，以增加自己和导师之间的关联；（2）自己曾经参加过导师参与的会议/课程等活动，受到过导师的作品/研究等产生的影响，建议简洁描述，以增加自己和导师之间的关联；
- (五) 根据导师的官网等资料，修改说明导师研究方向和自身未来博士研究问题的重合性/关联性的部分（注：该部分为套磁信改写的重点部分，需注意所提及的导师的 publication/project 等内容的名称以及对其的描述等基础信息不能有误）；
- (六) 若结尾总结部分涉及到 PhD Programme Name/目标院校等内容，需要一并修改；
- (七) 检查整篇修改后的套磁信，double check 所有基础信息，尤其是目标院校/programme 名称（如有）、导师姓名及 title、导师的 publication/project 的名称。

注：套磁信的本质是一封邮件，目的是简单向收件人介绍自己并表明自己想要跟随 ta 读博的想法，导师一般比较忙，收到的邮件会比较多，因此通常套磁信的篇幅不宜过长。自身的详细经历和详细的研究计划（如有）导师可以通过 CV 和 RP（如有）看到，因此套磁信中的相关内容都建议简洁描述。

二、操作示例：

- 学生博士研究方向：Education- Educational Policy
- 定稿套磁信：HKU-Professor YANG, Rui <https://web.edu.hku.hk/faculty-academics/yangrui>
- 修改撰写套磁：HKU- Dr JANG, Sung Tae <https://web.edu.hku.hk/faculty-academics/stjang>

Step 1:

Subject: Seeking Guidance for a PhD in Education

Dear Professor Rui YANG,

邮件主题 Subject：根据大学官网和择校表信息对应修改
套磁信 title：根据 HKU 大学官网修改对应套磁信 title 为 **Dear Dr Jang, Sung Tae**

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Dr JANG, Sung Tae



Dr JANG, Sung Tae

張成泰

Assistant Professor

Academic Unit of Social Contexts and Policies of Education

Ph.D. Education Policy and Leadership (University of Minnesota)
M.A. Educational Administration (Korea University)
B.Ed. Elementary Education (Seoul National University of Education)

Step 2:

I am writing to express my strong interest in pursuing a **PhD Programme Name** under your esteemed supervision at the **XXX University**.

第一部分（自我介绍）：根据大学官网和择校表信息对应修改，建议 PhD Programme Name 和邮件主题 title 保持一致。

定制套磁修改为：I am writing to express my strong interest in pursuing a **PhD in Education** under your esteemed supervision at **the University of Hong Kong**.

Step 3:

I am **Student Name**, currently pursuing my **Master's Programme Name** at the **XXX University**, and I hold **Bachelor's Programme Name** at the **XXX University**.↵

My academic journey has been enriched by my research experiences and practical contributions. **(Details of my academic performance, such as course performance and group project research experience)**↵

In addition to my research experience, I have authored several publications. **(Details of my research output and journal articles)**↵

In addition to my research contributions, I have applied my theoretical knowledge to practical teaching experiences. **(Details of my practical work or internship experiences)**↵

第二部分（个人学术背景&科研背景&工作实习背景阐述）：根据个人背景对应说明，言简意赅向导师说明自己的丰富背景，一般不需要修改。

Step 4:

My academic interests and practical experiences have fuelled my desire to pursue a **PhD Programme Name**. During my doctoral studies, I plan to investigate **Proposed Doctoral Research Topic/Area**. I am particularly intrigued by your **article, "Article Name,"** which **Article Highlight/ Theme/ Conclusion**. Your work emphasises **Area, which aligns with My Research Interests**. ↵

第三部分（重点说明导师研究方向和自身未来博士研究问题的重合性）。

Sentence 1:

定制套磁原句：My academic interests and practical experiences have fuelled my desire to pursue a **PhD Programme Name**.

根据大学官网和择校表信息对应修改为 My academic interests and practical experiences have fuelled my desire to pursue a **PhD in Education**.

Sentence 2:

定制套磁原句：During my doctoral studies, I plan to investigate **Proposed Doctoral Research Topic/Area**.

情况 1（自身有明确研究问题/方向）：根据自己研究的兴趣修改为 During my doctoral studies, I plan to investigate **educational policy**.

情况 2（自身无明确详细详细问题/方向，愿意根据导师研究方向开展研究）：结合自身研究兴趣 **Educational policy** 并结合导师的研究问题修改为，例如：During my doctoral studies, I plan to investigate the **impact of educational policy on students' performances**.

Research Expertise

- Equity, Equality and Social Justice in Education
- Educational Change, Leadership and Administration
- Diversity, Ethnicity and Identity
- Educational Policy
- Research Methods and Methodologies

Areas of Expertise

My research agenda is to provide essential knowledge to help researchers, teachers and school leaders, and policy makers create equitable and just classrooms, schools, and educational systems locally, regionally, and internationally. Throughout my research career, I have used a diverse set of research tools, from mixed-methods approaches to a novel critical quantitative intersectionality (CQI) approach. Based on my overlapping set of interests in educational equity and social justice from my previous teaching experience as an elementary school teacher, I have developed my research agenda along the following three concurrent research lines: (1) examination of multiplicative influences (intersectionality) of different marginalized identities among students and school leaders on their diverse experiences; (2) investigation of the influence of principal leadership and school policies (e.g., teacher and principal accountability policies) on achievement and opportunity gaps based on students' marginalized identities; and (3) exploration of school finance aimed at improving equity within complex contexts. Together, these three lines of research uniquely combine my interest in educational leadership and policy with novel data analysis techniques to help prepare principals and policy makers for their challenges in schools, while examining malleable variables that could be targets for interventions to improve equity.

Prospective PhD/ EdD/

MPhil Applications

(以上来自 Dr Jang 官网截图)

- 由上图可以看出 Dr Jang 的研究主题为：
 - ◆ Equity, Equality and Social Justice in Education 教育公平、平等和社会正义
 - ◆ Educational Change, Leadership and Administration 教育变革、领导力和管理
 - ◆ Diversity, Ethnicity and Identity 多样性、种族和身份
 - ◆ Educational Policy 教育政策
 - ◆ Research Methods and Methodologies 研究方法和方法论
- 导师的总研究目的为：My research agenda is to provide essential knowledge to help researchers, teachers and school leaders, and policy makers create equitable and just classrooms, schools, and educational systems locally, regionally, and internationally. 我的研究议程是提供必要的知识，帮助研究人员、教师和学校领导以及政策制定者在本地、区域和国际上创建公平公正的教室、学校和教育系统。
- 导师更详细的研究问题有 3 个：
 - ◆ Examination of multiplicative influences (intersectionality) of different marginalized identities among students and school leaders on their diverse experiences; 考察学生和学校领导中不同边缘化身份对其多样化经历的乘数影响（交叉性）；
 - ◆ Investigation of the influence of principal leadership and school policies (e.g., teacher and principal accountability policies) on achievement and opportunity gaps based on students' marginalized identities; 基于学生的边缘化身份，调查校长领导和学校政策（例如教师和校长问责政策）对成就和机会差距的影响；
 - ◆ Exploration of school finance aimed at improving equity within complex contexts. 探索旨在改善复杂环境下公平性的学校财务。

Sentence 3:

定制套磁原句：I am particularly intrigued by your article, "Article Name," which Article Highlight/ Theme/ Conclusion.

情况 1（自身有明确研究问题/方向）：根据明确的研究问题寻找导师的对应文章。

情况 2（自身无明确详细详细问题/方向，愿意根据导师研究方向开展研究）：I am particularly intrigued by your article, "The Performance Cycle: The Association between Student Achievement and State Policies Tying Together Teacher Performance, Student Achievement, and Accountability," which investigates the correlations between student

achievement and the existence of state policies that incorporate student performance into teacher evaluations.

- 首先，根据 Sentence 2 将自己的研究主题关键词定为 Education Policy, Students' Performance, Impact.
- 使用浏览器的“查找功能”搜索对应关键词，例如输入查找“Policy”发现导师有多篇内容产出（如下图）。（建议选择 Peer-Reviewed Journal Articles 写入套磁，由于其相比于 Conference Papers 更方便查收具体内容）



The screenshot shows the 'Publications' section of the UOFFER GLOBAL website. It features a list of publications under the heading 'Peer-Reviewed Journal Articles'. The list includes 11 items, with the word 'Policy' highlighted in yellow in several titles. Below this list, there is a section for 'Conference Papers' with 5 items, also featuring the word 'Policy' highlighted in yellow in some titles. The website has a navigation bar at the top with links: 'About the Faculty', 'News and Events', 'Programmes', 'Research', 'Knowledge Exchange', and 'Giving to the Faculty'. On the left side, there are social media icons for Twitter, Facebook, LinkedIn, and YouTube. On the right side, there is a search icon and a 'Top' button.

Publications

Peer-Reviewed Journal Articles

1. Jang, S. T. (2023). School belonging among diverse high school students in the United States: A critical quantitative intersectionality analysis. *Teachers College Record*, 125(3), 1-30.
2. Jang, S. T. (2023). Schooling experiences and educational outcomes of Latinx secondary school students living at the intersections of multiple social constructs. *Urban Education*, 58(4), 708-739.
3. Jang, S. T., & Alexander, N. A. (2022). Black women principals in American secondary schools: Quantitative evidence of the link between their leadership and student achievement in challenging contexts. *Educational Administration Quarterly*, 58(3), 450-486. <https://doi.org/10.1177/0013161X211068415>
4. Jang, S. T., Halse, C., Lee, D. H. L., & Hon, Q. C. K. (2022). Belongingness and national belonging among youth in Hong Kong. *Youth & Society*, 54(8), 1307-1329. <https://doi.org/10.1177/0044118X211022393>
5. Jang, S. T. (2020). The schooling experiences and aspirations of students belonging to intersecting marginalisations based on race or ethnicity, sexuality, and socioeconomic status. *Race Ethnicity and Education*. Advance online publication. doi: 10.1080/13613324.2020.1842350
6. Jang, S. T. (2020). Contextualized effects of racial/ethnic matching between students and teachers in urban, suburban, and rural high schools. *Teachers College Record*, 122(11), 1-34.
7. Alexander, N., & Jang, S. T. (2020). Policy, poverty, and student achievement in an age of increased accountability. *Educational Policy*, 34(4), 674-704.
8. Taliaferro, L. A., Jang, S. T., Westers, N. J., Muehlenkamp, J. J., Whitlock, J. L., & McMorris, B. J. (2020). Associations between connections to parents and friends and non-suicidal self-injury among adolescents: The mediating role of developmental assets. *Clinical Child Psychology and Psychiatry*, 25(2), 359-371.
9. Alexander, N. A., & Jang, S. T. (2019). 'Synonymization' threat and the implications for the funding of school districts with relatively high populations of black students. *Race Ethnicity and Education*, 22(2), 151-173.
10. Alexander, N., & Jang, S. T. (2019). Expenditures on the professional development of teachers: The case of Minnesota. *Journal of Education Finance*, 44(4), 385-404.
11. Horn, A. S., Lee, G., Jang, S. T., & Lee, J. (2019). Towards reasonable efficiency in degree production: A method for benchmarking the educational expenditures of postsecondary institutions. *KEDI Journal of Educational Policy*, 16(1), 105-123.

News and Events **Programmes** **Research** **Knowledge Exchange** **Giving to the Faculty**

Educational Policy, 34(4), 674-704.

8. Taliaferro, L. A., Jang, S. T., Westers, N. J., Muehlenkamp, J. J., Whitlock, J. L., & McMorris, B. J. (2020). Associations between connections to parents and friends and non-suicidal self-injury among adolescents: The mediating role of developmental assets. *Clinical Child Psychology and Psychiatry*, 25(2), 359-371.
9. Alexander, N. A., & Jang, S. T. (2019). 'Synonymization' threat and the implications for the funding of school districts with relatively high populations of black students. *Race Ethnicity and Education*, 22(2), 151-173.
10. Alexander, N., & Jang, S. T. (2019). Expenditures on the professional development of teachers: The case of Minnesota. *Journal of Education Finance*, 44(4), 385-404.
11. Horn, A. S., Lee, G., Jang, S. T., & Lee, J. (2019). Towards reasonable efficiency in degree production: A method for benchmarking the educational expenditures of postsecondary institutions. *KEDI Journal of Educational Policy*, 16(1), 105-123.
12. Jang, S. T. (2018). The implications of intersectionality of race, gender, and socioeconomic status on Southeast Asian female students' educational outcomes: Critical quantitative intersectionality analysis. *American Educational Research Journal*, 55(6), 1268-1306.
13. Alexander, N., Jang, S. T., Kankane, S. (2017). The performance cycle: The association between student achievement and state policies tying together teacher performance and accountability. *American Journal of Education*, 123(3), 413-446.
14. Alexander, N., & Jang, S. T. (2017). Balancing act for English learners: Efficiency and equity in Minnesota over the past decade. *Education Policy Analysis Archives*, 25(15), 1-31.

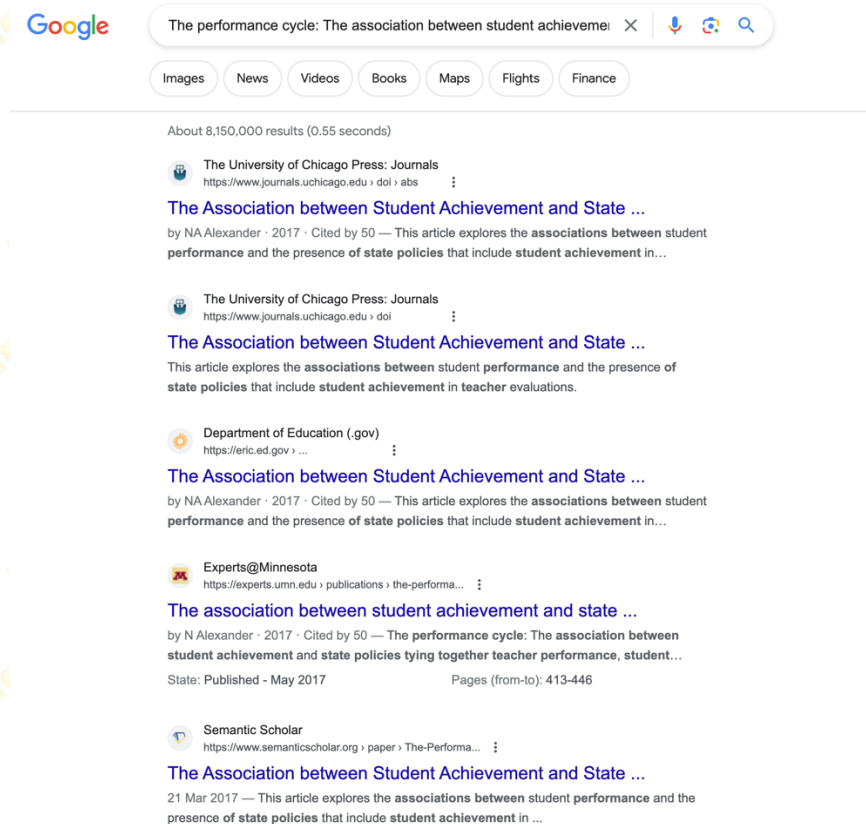
Conference Papers

1. Jang, S. T., & Lee, M. (2023). *Exploring the link between students' sense of school belonging and shared leadership in U.S. high schools*. The 37th annual University Council for Educational Administration Convention, Minneapolis, MN, USA.
2. Jang, S. T. (2023). *Sharing perspectives of Korean scholars in overseas countries on educational theories in Korea*. The annual Korean Educational Research Association Convention, Seoul, Korea.
3. Jang, S. T. (2022). *The equity implications of principal evaluation on student achievement: A critical quantitative policy analysis*. The 36th annual University Council for Educational Administration Convention, Seattle, WA, USA.
4. Jang, S. T. (2022). *The role of school leaders in creating positive and equitable students' sense of school belonging*. The Annual Meeting of the American Educational Research Association, San Diego, CA.
5. Jang, S. T., & Alexander, N. A. (2021). *Black women principals in American secondary schools: Quantitative link between their leadership and student achievement*. The 35th annual University Council for Educational

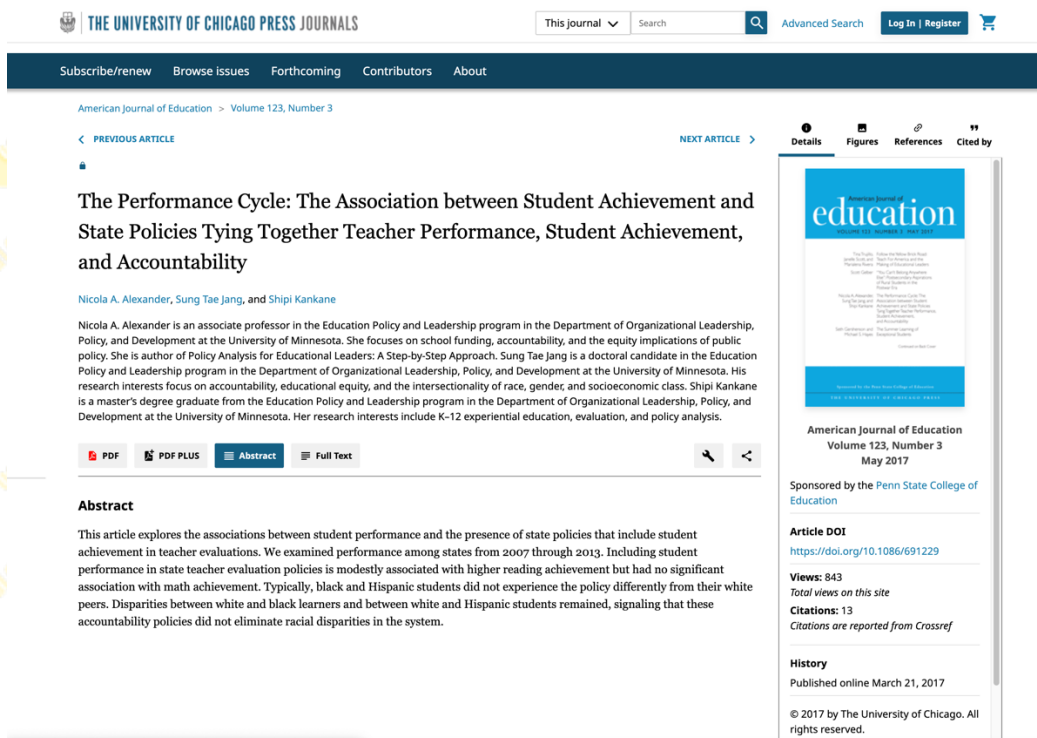
- 阅读“Policy”高亮出的科研文章的大标题，选择合适的文章写入套磁。例如，选择“Alexander, N., Jang, S. T., Kankane, S. (2017). The performance cycle: The association between student achievement and state policies tying together teacher performance and accountability. American Journal

of Education, 123(3), 413-446.”

- 输入文章大标题“The performance cycle: The association between student achievement and state policies tying together teacher performance and accountability”进入浏览器搜索对应文章。（如下图）



- 点进网页详情查阅该论文的具体内容（如下图）



- 优先查看文章的 Abstract 内容来总结文章的 Highlight/ Theme/ Conclusion。可以优选查看

Abstract 的首句/尾句, 或者寻找以 This article/thesis/study/work 开头的句子。

- ◆ 这篇文章的文章 theme 由 Abstract 第一句说明：This article explores the associations between student performance and the presence of state policies that include student achievement in teacher evaluations.“本文探讨了学生成绩与国家政策之间的关联，其中国家政策将学生成绩纳入教师评估。”
- ◆ 可以选择使用该句并 paraphrase 后写入，例如 The article investigates the correlations between student achievement and the existence of state policies that incorporate student performance into teacher evaluations.

Sentence 4:

定制套磁原句：Your work emphasises **Area**, which aligns with **My Research Interests**.

情况 1（自身有明确研究问题/方向）：根据明确的研究问题寻找导师的对应文章的研究

方向：Your work emphasises **educational policy**, which aligns with my research interests.

情况 2（自身无明确详细问题/方向，愿意根据导师研究方向开展研究）：Your work emphasises State **policies incorporating student performance in teacher evaluations**, which aligns with my research interests.

- 根据 Abstract 第一句：This article explores the associations between student performance and the presence of state policies that include student achievement in teacher evaluations.“本文探讨了学生成绩与国家政策之间的关联，其中国家政策将学生成绩纳入教师评估。”可以总结导师这篇论文的研究的关键词为：student performance, state policies, teacher evaluations.

Step 4:

I am enthusiastic about the opportunity to study under your mentorship at **XXX University** and contribute to the field of **Research Area**. ↵

↵

Thank you for considering my application.↵

↵

Yours sincerely,↵

↵

Student Name↵

定制套磁原句：I am enthusiastic about the opportunity to study under your mentorship at **XXX University** and contribute to the field of **Research Area**.

定制套磁修改为：I am enthusiastic about the opportunity to study under your mentorship at the **University of Hong Kong** and contribute to the field of **education**.