

PROGRAMME

RESEARCHERS/TEACHERS

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PRIOR REQUIREMENTS

Requirements are in accordance with the general access requirements established in Royal Decree 99/2011, of 28 January, which regulates official studies that give access to PhD programmes. Nevertheless, this programme has been specially designed for students with previous training in the fields of education sciences, social education, social work, physical activity and sports sciences, physiotherapy, nutrition, and nursing.

COMPETENCES ACQUIRED BY STUDENTS

Basic competences

- Systematic comprehension of education sciences and command of research skills and methods connected to this field.
- Capacity to conceive, design or create, put into practice, and adopt a substantial research or creation process.
- Capacity to contribute to expand the frontiers of knowledge via original research.
- Capacity to carry out critical and assessment analysis, and synthesize new and complex ideas.
- Capacity of communication with the academic and scientific community and with society in general about the corresponding fields of knowledge in the usual forms and languages used in the international scientific community.
- Capacity to promote, in academic and professional contexts, scientific, technological, social, artistic, or cultural progress within a knowledge-based society.

Personal competences

- Perform efficiently in contexts with little specific information.
- Find key questions to be answered to solve a complex problem.
- Design, create, develop, and conduct innovative projects in their field of knowledge.
- Have individual and teamwork skills in an international or multidisciplinary context.
- Assimilate knowledge, face complexity, and formulate opinions with limited information.
- Intellectually criticize and defend solutions.

LEARNING CONTENT

1. Training activities

(a) Theoretical and scientific training activities

- Ethics and Research seminar
- Yearly seminar of the research group (I)

(b) Methodological training activities

- Seminar of advanced training in quantitative research methods
- Seminar of advanced statistical techniques
- Seminar of advanced training in qualitative research methods (I)
- Seminar of advanced training in qualitative research methods (II)
- Seminar: Atlas.ti
- Seminar: Research Plan, objectives and structure
- Seminar on scientific publication in education sciences, exercise and sports sciences
- Research project: lab-based or field-based

(c) Applied, practical, technological, and procedural training activities

- Yearly seminars of the research group (II)
- Workshop: How to submit a project in a competitive call
- Attendance to an annual conference or scientific meeting
- Presentation of a communication or poster in a scientific conference
- Submitting an article for publication to a scientific journal
- Supervised teaching experience in degree courses
- Research placement in external university research groups or research centre

2. Presentation and defence of the Research Plan

The Research Plan should be presented and defended at the end of the first year. Annually, students have to update it and write a report about the development and improvement achieved as a result of the training activities.

3. Presentation and defence of doctoral thesis

TEACHING AND LEARNING METHODOLOGY (T-L)

Seminars and training workshops include on-campus activities and online tutoring. Teaching and learning strategies used in on-campus activities are: lectures, small group discussions, scientific text guided readings, oral presentations, and use of research technologies and tools (SPSS program in the quantitative research methods seminars, qualitative research methods seminars, lab). Teaching and learning strategies used in online tutoring are: guided essays – individual and small group -, guided readings, research project writing, research techniques application, and scientific report writing.

In the annual seminars of the research group, students develop teamwork strategies and take part in a research line of one of the FPCEE Blanquerna-URL research groups.

Students have to write an individual diary concerning their learning process.

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCES AND RESITTING STRATEGIES

The PhD Programme Academic Committee is responsible for evaluation.

PhD in Education and Sports Sciences programme contents are evaluated by continuous supervision and follow up of the candidates through an annual evaluation of the PhD student's Activity Document (DAD in Spanish), developing the Research Plan, reports by the tutor and the director, and assessing the doctoral thesis.

Evaluation is based on two strategies:

1. Annual evaluation of the Research Plan: DAD and IAD

The PhD Programme Academic Committee evaluates the DAD every year. The DAD is written by each student and includes a report on the training activities carried out throughout the current academic year and the Research Plan annual report. It also comprises the director's and tutor's reports.

Students should deposit and publicly defend the Research Plan at the end of the first year. The report (20 pages) explains the matter of the doctoral thesis, the theoretical and methodological background, limitations and further research, the working plan and the timing.

The PhD Programme Academic Committee draw up a student evaluation report (IAD in Spanish). This report includes a description of strengths and weaknesses of the Research Plan development and some related suggestions, as well as the pass/fail evaluation result.

If the PhD Programme Academic Committee annual report is unfavourable, students can rewrite their Research Plan following the report suggestions, and present it again within the following 6 months.

2. Evaluation of the Doctoral Thesis

The DAD, which is a qualitative assessment tool that supplements the doctoral thesis, is at the disposal of the thesis evaluation committee. The thesis defence is a public ceremony. The committee writes a report and decides a global mark (pass – remarkable – excellent – excellent with honours).