



## Study Plan

**School:** Institute for Research and Advanced Training

**Degree:** Doctorate

**Course:** Educational Sciences (cód. 681)

### 1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12647D	Thesis Project Monitoring Seminar	Education Sciences	12	Year	312
PED12648D	Research Seminar I	Education Sciences	9	Semester	234
PED12661D	Introductory Seminar	Education Sciences	3	Semester	78
PED12649D	Education and knowledge in contemporary societies	Education Sciences	6	Semester	156

#### Group of Options I

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
FIL12650D	Profound problems of Philosophy of Education	Philosophy	6	Semester	156
PSI12651D	Seminar on Psychology I – Educational Processes and Development	Psychology	6	Semester	156
PED12652D	Educational Policies, Organization and Regulation	Education Sciences	6	Semester	156
PED12653D	Professional Knowledge and Development of the Teacher	Education Sciences	6	Semester	156

### 1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12654D	Research Seminar II	Education Sciences	9	Semester	234
PED12660D	Production and Transfer of Knowledge in Education	Education Sciences	3	Semester	78
PED12655D	Education and Digital Technologies	Education Sciences	6	Semester	156

#### Group of Options II

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI12656D	Seminar on Psychology II – Educational Processes and Learning	Psychology	6	Semester	156
PED12657D	Evaluation in Education	Education Sciences	6	Semester	156
PED12658D	Health Education	Education Sciences	6	Semester	156
PED12659D	Reading and Literary Education	Education Sciences	6	Semester	156

### 2nd Year - 3rd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
	Thesis				



### 2nd Year - 4th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Thesis					

### 3rd Year - 5th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Thesis					

### 3rd Year - 6th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Thesis					

## Conditions for obtaining the Degree:

\*\*\* TRANSLATE ME: Para aprovação na componente curricular, curso de doutoramento com 60 ECTS), é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares:

1<sup>o</sup> Ano { \ } newline

{ \ } newline

- 1 UC Obrigatórias num total de 12 ECTS (anual)

1<sup>o</sup> Semestre

- 3 UC Obrigatória num total de 18 ECTS { \ } newline

- UC Optativas do Grupo I num total de 6 ECTS { \ } newline

{ \ } newline

2<sup>o</sup> Semestre { \ } newline

- 3 UC Obrigatória num total de 18 ECTS { \ } newline

- UC Optativas do Grupo II num total de 6 ECTS

Para obtenção do grau necessita de obter também aprovação nas provas públicas de defesa da Tese, decorrendo a investigação (Tese) no 2<sup>o</sup> e 3<sup>o</sup> ano com um total de 120 ECTS.

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## Program Contents

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### Thesis Project Monitoring Seminar (PED12647D)

1. Post-graduate training, in a doctoral context: the curricular and thesis components;
2. The particularities of scientific research, in academic contexts of elaboration of doctoral theses;
3. The management of the research course, in contexts of elaboration of doctoral theses;
4. Bibliographic research and available resources for its implementation.
5. The projects of doctoral thesis: design, construction, presentation and discussion.

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### Research Seminar I (PED12648D)

1. Research in Education
  - Evolution of research in education;
  - The role of research in education;
  - The nature, objectives and stages of the investigative process.
2. Paradigms and approaches in research
  - Positivist, interpretative and socio-critical paradigm: characterization and implications in research;
  - Quantitative, qualitative and mixed approaches.
3. Research Designs: Characterization, purposes and their development.
  - Designs with the intervention of the researcher (experimental studies, design research, action research, ...)
  - Designs without the intervention of the researcher (survey, case study, narrative research, ...)



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### **Introductory Seminar (PED12661D)**

1. Broad lines approach to the 'state of the art' of the current debate in Education.
2. Themes and analysis models transversal to current issues in Education.

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### **Education and knowledge in contemporary societies (PED12649D)**

1. Thinking about education: the object and its epistemology
2. Knowledge in the 21st Century
3. Educational thought and its drift in contemporary society
4. The global agencies for the regulation of education policy and their agendas
5. Education and future: prospective analysis

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### **Profound problems of Philosophy of Education (FIL12650D)**

1. The importance of Philosophy to understand education
2. What is an educational problem from the standpoint of philosophy
3. Education and paradigmatic changes
  - 3.1 Educational commitments made at Global Citizen and at local communities
  - 3.2 New educational paradoxes and dilemmas
  - 3.3 New challenges and new configurations of education
4. The value of education and the ethical dimensions of educators and teachers
  - 4.1 The idea of common good and educational good
  - 4.2 The idea of the good man and the good for human
  - 4.3 The idea of happiness applied to education
5. Education in different perspectives: dialogue with students about their academic work

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### **Seminar on Psychology I – Educational Processes and Development (PSI12651D)**

1. Introduction – contribution of Psychology of Education to Sciences of Education
2. Bio-ecological models to human development and education –
  - 2.1 Approaches to the student, the school, the family and the community
3. Diversity(ies), functionality and inclusion in education
4. Psychological development, education and innovation

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### **Educational Policies, Organization and Regulation (PED12652D)**

- I. Educational policies and regulation
  1. Theoretical perspectives for the study of public policies
  2. Educational policies and school governance
  3. The regulation of education in Portugal: from the "Dictatorship Regime" to "Democracy"
  4. School networks and modes of regulation of the educational system
  5. The emergence of the local and the new ways of regulating educational policies
- II. Educational system and new sociopolitical and organizational approaches
  1. Political, organizational and professional conditions for promoting school success: synthesis essays
  2. Curricular and pedagogical organization of the school: curricular and organizational flexibility; models of student and teacher organization and school time.
  3. Definition of strategies and development of evidence-based school practices
  4. The class as unit of analysis - compositional structure, pedagogical dynamics and performance



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### **Professional Knowledge and Development of the Teacher (PED12653D)**

1. The profession of teaching
  - 1.1. Challenges and requirements of the teaching profession
  - 1.2. Specific knowledge for teaching
2. Teacher's professional knowledge
  - 2.1. Research trends
  - 2.2. The nature of professional knowledge
  - 2.3. Contents of professional knowledge
  - 2.4. Didactic knowledge
  - 2.5. Professional knowledge development
3. Professional develop. of the teacher
  - 3.1. Research trends
  - 3.2. Training and professional develop
  - 3.3. Initial training models
  - 3.4. Professional Develop. Models
4. Factors of professional develop.
  - 4.1. Reflection on practice
  - 4.2. Collaboration
  - 4.3. Professional Develop. Contexts
5. The professional practice: relations with the knowledge and professional development
  - 5.1. Concept, characteristics and processes.
  - 5.2. Researching own practice
  - 5.4. Research, professional knowledge and professional develop.
6. Collaboration: relations with the knowledge and professional development of the teacher
  - 6.1. Actors, foci, factors of success
  - 6.2. Communities of practice

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### **Research Seminar II (PED12654D)**

1. Strategies and tools for data collection (interviews, questionnaires, observation...)
2. Resources and techniques of data analysis (available software, statistical analysis, documental analysis...)
3. Quality in educational research (questions of internal, external and conceptual validity, reliability and generalization, quality criteria in research in education).
4. Ethics of research in education (protection of participants and institutions involved in research, integrity of research and responsibility to the scientific community, researcher' responsibility attitude).
5. Presentation and reporting an investigation (thesis, scientific article, communication in scientific congresses, dissemination of knowledge to professional audiences and society in general).

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### **Production and Transfer of Knowledge in Education (PED12660D)**

1. Fundamental and applied research in Education Sciences and their role in the production and transfer of knowledge;
2. Transfer and use of research results in education in formal and non-formal education contexts;
3. Real cases in which (or) production and / or knowledge transfer in Education occurs;
4. Production and transfer of knowledge in Educational Sciences: the international and national contexts;
5. Role of the researcher in projects of production and application of knowledge in real contexts;



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### **Education and Digital Technologies (PED12655D)**

1. The processes of digital transformation and the need to build a rationale for the use of technologies in Education.
2. Emerging perspectives and approaches in the use of digital technologies in education.
3. Areas and trends of research in the field of digital technologies in education.
4. Tools and applications in the field of digital technologies in education.

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### **Seminar on Pshycology II – Educational Processes and Learning (PSI12656D)**

1. Introduction- Learning and teaching issues in the light of new paradigms of Educational Psychology
2. Student-centered learning
  - 2.1. SAL Perspective –Conceptions and approaches to learning and teaching
  - 2.2. SRL Perspective – Self-regulated academic learning
  - 2.3. Research on SAL and SRL perspectives
3. Impact of adaptation processes to academic contexts in learning, academic success and well-being
  - 3.1. Research on adaptation processes to academic contexts and its impacts.

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### **Evaluation in Education (PED12657D)**

1. Theoretical framework and fundamentals of evaluation in education: concepts of evaluation, measurement and classification; trends and paradigms of educational evaluation; historical perspective of the evaluation.
2. Collection and analysis of information: methods of data collection; assessment tools and techniques; validity and reliability of assessment tools.
3. Evaluation of school organizations: internal evaluation and external evaluation; organizational assessment; evaluation planning and operation; improvement plans.
4. Assessment modalities: formative assessment - feedback, self-regulation, self-assessment and metacognition; summative assessment - internal and external; relations between formative and summative assessment.
5. National and international evaluation studies.

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### **Health Education (PED12658D)**

1. Education and health.
2. Factors that determine the level of health-disease in the world today.
3. Paradigms of health promotion.
4. Environment and health.
5. Health promotion and health education.
6. Emerging fields in health education: What the recent research says.
7. Health in Post-Transactional Societies in the 21st century: A demographic perspective.
8. Healthy life and disability evolution.
9. The ABC model: a radical approach to health education.
10. The empowerment model in health education.
11. Theories and models in health education.
12. Risk perception and communication of prevention.
13. Group work and the development of preventive behaviors.
14. Risk and prevention habits - major health problems of the 21st century.
15. Methodology of intervention in health education
16. Methodology and research in health education.



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### **Reading and Literary Education (PED12659D)**

Literary education and its promotion.

Understanding and developing literary communication.

The specificity of the literary text: difficulties inherent to its integration in the school context.

The construction of readers: the reading of literary text in school and in non-formal educational contexts.

The importance of literature in promoting an education centered on the experience of values, namely of aesthetic order.

The relation and importance, for the promotion of a literary education, between literature and other semiotic codes.

The research in literary education.