Faculty of Education

PhD-programme in Education and Social Sciences

Website:
https://www.unibz.it/en/faculties/education/phd-in-education-social-sciences/

Duration: 3 years

Academic year: 2023/2024

Start date: 01.11.2023

Official programme languages: Italian, German, English

7 Study places: 1 Study place without grant,

6 Study places covered by grants, including 2 grants under **Ministerial Decree no. 118/2023**

PROGRAMME CONTENTS

Over the three years, PhD students are expected to actively attend the theoretical and methodological course of studies and dedicate themselves full-time to the programme, which aims to develop both the broad research areas in education and social sciences and specific subjects.

PhD students will work on a piece of original research as an individual research project. The research project is defined by the student with the supervisors and is developed under their guidance according to the guidelines established by the PhD Board of Professors.

PhD students shall draw up and keep update the **Research and Study Plan** in collaboration with the supervisors and the PhD Coordinator. The Research and individual Study Plan documents in detail the training provided for each student, showing clearly the type and the outcome of any intermediary assessment.

The Research and Study Plan contains a description of the work undertaken by the PhD student. Specifically, it does the following:

- describes the research field of the doctoral work and the relevance of the chosen topic within those proposed by the doctoral programme;

- includes a literature review of scientific work related to the research topic up to where current research has arrived (contents should reflect the positions of the scientific community and updated references);

- determines and gives reasons for the theoretical and methodical research procedures undertaken;

- defines the research findings and their relevance for the broad scientific community and for the specific regional territory;

- justifies the choice of research methodology, the originality of the research design and the critical analysis carried out;

- outlines a plan for publications, presentations, papers, participation in national and international conferences and stays abroad.

Research questions and research methodologies are defined in accordance with the supervisors and in cooperation with the coordinator and the Board of Professors.

The first supervisor is a lecturer at the Faculty of Education of the Free University of Bozen-Bolzano.

The research and study focal points of the doctoral programme are based on common teaching activities in the areas of the philosophy of science and epistemology of the disciplines involved as well as research methodologies, both qualitative and quantitative, and actual questions and methods drawn from the international context.

Doctoral students develop their own research project on a topic of scientific and/or practical relevance that makes a theoretical and methodological contribution to the innovation and development of the specific discipline and practice.

Over the three-year period, several **teaching activities** are offered: lectures, practical sessions and seminars that aim to develop and illustrate the programme's subjects and research areas and to focus on the most recent findings in the Education and Social sector.

The cycles of compulsory and optional classes, workshops and seminars are decided by the PhD Board of Professors at the beginning of the cycle.

PhD students regularly present and discuss their research progress in front of the members of the Board of Professors. Periodical **reflection and presentation seminars** are organized in order to monitor and develop the skills of the students.

PhD students are also expected to participate in **scientific conferences** and present papers, in Italy and abroad, and to submit a **peer-reviewed contribution** in a journal or edited volume.

Over the three years, students are required to spend a **research period abroad, of at least 3 months**. This period can be divided into different stays (minimum 3 consecutive weeks).

STUDY PLAN

FIRST STUDY YEAR:		CP
Methodological courses 1st study year	Philosophy of science Epistemology of Education and Social sciences Qualitative methodology Quantitative methodology Ethnographic research methods English for Academic purposes Information Literacy Research Ethics Coaching I	35
Seminars and Systematic Literature review		2
First evaluation (1st study year)		2
Activity of choice: Winter-Summer-Spring-…Schools; documented participation in seminars - courses meaningfully related to research, of at least 50 hours; documented research stay of at least 3 weeks in		6

Italian research institutions.	
Draft of the own research paper (state of art, research question, methodology)	3
Participation in a language course (recommended in the language with the lowest level) or language certificate attesting proficiency in the third language according to the table of the unibz recognized language certificates	2
Annual evaluation, 1st study year: written report of the research activities, presentation to the PhD Board of Professors and discussion	10
SECOND YEAR:	
Coaching II	3
First evaluation (2nd study year)	10
Research stay abroad -university or research centre (minimum 3 months - maximum 12 months)	25
International conference research paper	5
Participation in a language course (recommended in the language with the lowest level) or language certificate attesting proficiency in the third language according to the table of the unibz recognized language certificates	2
Annual evaluation, 2nd study year: written report of the research activities, presentation to the PhD Board of Professors and discussion	15
THIRD YEAR:	
Coaching III	1
First evaluation (3rd study year)	6
Contribution for a peer-reviewed journal or volume	8
Final examination: Public defense of the Doctoral thesis	45

RESEARCH AREAS

The PhD programme is divided into two distinct branches of study and research: the Education and Social sciences. The programmes share core training on the epistemology of research and on qualitative and quantitative research methodologies.

Research areas	Topics	Abstract
PNRR/ Public Administration 1 grant under Ministerial Decree no. 118/2023	Conservation and promotion of musical heritage in public administration.	The project examines, from an international perspective and in the light of technological innovations in the sector, the legal framework for PA activity in the field of music heritage and the related promotion methods.
PNRR/ Public Administration 2 grant under Ministerial Decree no. 118/2023	CLOSING THE GAPS? Towards transformative knowledge partnerships for the development of social policies and services.	The project aims to investigate challenges and possibilities of establishing effective knowledge partnerships aimed to close the gap between academic research and the development of social policies and services.
01 - Permanent Education – Processes and	Education for Economic Citizenship in school contexts: lines of research.	The doctoral project will address aspects of citizenship education declined in the field of financial literacy. The case study will focus on schools,

Projects of Education and Development with a Focus on South Tyrol		especially primary schools, experimenting with different pedagogies/didactic paradigms, to educate to the economic-financial approach from childhood. Research areas: learning theories, competence frameworks, gender gap, teacher training.
01 - Permanent Education – Processes and Projects of Education and Development with a Focus on South Tyrol	Children's Rights and Education for Sustainable Development - Kindergarten and Primary School as Spaces for experience-based Learning for Democracy and Natural Ethics.	The study, which uses reconstructive methods of empirical social research, focuses on the question of how institutions of education (in South Tyrol) meet and can meet the challenge of enabling children to think and act in a sustainable way that is oriented towards a democratic, peaceful, responsible and interspecies coexistence in a planetary context.
02 - IN-IN Education: INnovative and INclusive Education	Children's views on (educational) equity.	The qualitative study combines approaches of primary school research and childhood studies: focused are children's views on equity and educational equity.
02 - IN-IN Education: INnovative and INclusive Education	Professionalisation of teachers for collaboration and team-teaching in inclusive primary schools in international comparison.	The internationally comparing study focuses on collaboration in inclusive primary schools in Italy and a second country. Implications for the professionalisation of teachers shall be drawn from the findings.
03 - Psychology and wellbeing promotion in educational contexts	Life-skills promotion in educational settings.	Since 1994, the WHO promoted the development of educational programmes to increase life-skills in school. The project is aimed at creating and testing ad-hoc activities to develop life-skills from primary through high school.
03 - Psychology and wellbeing promotion in educational contexts	Executive functions and social-emotional skills in the transition between pre-school and primary school.	The general aim of the study is to investigate early risk and protective factors beyond potentially socially maladjusted developmental trajectories in the transition from preschool to primary school. The study will focus Executive Functions and socioemotional-skills.
05 - Aesthetic experiences and communication	Health is Education! Promoting Physical and Mental Health trough Physical Activity.	The proposal promotes research activities on the role of physical activity in wellbeing and health promotion, adopting an educational point and view and focusing on adolescents and young adults.
05 - Aesthetic experiences and communication	Digital environment for Heritage Education.	The proposal promotes research activities on heritage education in a digital environment, in formal and informal settings, exploiting the communication, processing and shaping potential of digital tools.
06 - Educational Contexts, Disciplines and their Teaching in the Nursery and	Plant Blindness: Can science education prevent it in primary school pupils?	Plant Blindness is the inability to see or notice the plants in one's own environment. Is it possible to avoid this through science education in primary school? If yes, what is the most efficient way?

Primary School		
06 - Educational Contexts, Disciplines and their Teaching in the Nursery and Primary School	Metaphors in STEM Education.	Metaphors are used by scientists, teachers, and textbooks when presenting, describing, and explaining science. The project will explore their use with respect to both real phenomena and abstract concepts in different disciplines (physics, mathematics, biology…).
07 - Socio cultural worlds: institutions, welfare, social professions, environment and population	Social Vulnerability and Health Outcomes in Older Adults: The Role of Informal Support Networks.	A low socio-economic status and lack of social support and networks can be significantly associated with the health of older adults. The project aims to explore the impact of informal care on older people's health, analysing different types of data.
07 - Socio cultural worlds: institutions, welfare, social professions, environment and population	Sustainable Welfare: A Comparative Analysis of Linking Social and Environmental Policies in Europe.	The project aims to investigate the relationship between social welfare policies and environmental sustainability in European countries. By comparing and contrasting policies and practices in a range of contexts, the aim is to identify best practices for achieving sustainable welfare outcomes.
08 - EduSpaces teaching and learning environment	The EduSpaces university laboratories of educational research: what theoretical foundations, methods, and activities for integration.	The EduSpaces of the Faculty of Education are university laboratories for research, teaching and learning that have developed over time to meet the needs of primary education with different research topics, from basic theoretical and empirical research on teaching and learning to pedagogical and disciplinary research in collaboration with schools and other stakeholders.

ADMISSION REQUIREMENTS AND PROCEDURES

Requirements:

All Master and all degrees from the old Italian system (laurea specialistica/laurea magistrale, *see Article 2 of the public competition announcement*).

Language requirements:

All candidates have to be proficient in at least two of the three languages of the programme: Italian, German, English. **Language certification at B2 level (CEFR) in two of the three languages of the PhD programme (Italian, German, English)** is a prerequisite for participating in the selection process according to the table of the unibz recognized language certificates: https://www.unibz.it/assets/Documents/Languages/unibz-recognised-language-certificates-2019-2020.pdf

Knowledge of the language may also be demonstrated by qualifications (secondary school/bachelor/master) related to a programme held entirely in the language to certificate. In this case, Italian and EU candidates must declare this on the pre-enrolment portal, both in the section related to the general application and in the one related to the language certificates. Also non-EU citizens must upload a copy of their diploma and any additional documentation indicating the

language of instruction related to the foreign qualification in both sections. Candidates demonstrate their language proficiency in the application portal (in the section "upload language certificates") after they have created an application in the section "create/manage applications".

Candidates without the certification of language proficiency are excluded from the admission procedure.

Admission procedure and evaluation criteria for examinations:

Admission is based on the successful outcome of the selection procedure. The selection procedure consists of the assessment of a research project, which applicants upload to the application portal, and a personal interview. The interviews will take place in video-call: MS Teams.

Those candidates whose project receives a minimum score of 40/60 points will be admitted to the oral examination.

The research project to be submitted/uploaded to the portal contains the following information at the top of the first page:

a) the main research area, classified among the research areas mentioned in the table "Research areas" above,

b) the topic, which is coherent with one of the above-mentioned research topics (see the table "Research areas"). One of the topics proposed in the table above can be chosen.

Maximum length 10,000 characters using the foreseen template, font Times New Roman 11.

The research project can be completed in Italian, German or English, according to the free choice of the applicant.

Evaluation criteria for the research project:

- Formal register and terminological accuracy;

- Task completed according to the title indicated, which is coherent with the research topics of the doctoral programme;

- Clear and logical argumentative structure;

- Demonstrated knowledge of scientific debates in the field;

- Originality of the proposed research project;

- Clear methodological approach for the proposed research project.

The evaluation criteria of the oral test take into consideration the following criteria:

- The quality of discussion on the subject of the research project submitted, on issues of general culture, and on personal research interests;

- The ability to present an argument for one's own research project with reference to the theoretical and methodological assumptions of the research field;

To be successful in the oral examination, candidates must receive a minimum mark of 40/60.

Communication of the evaluation of the projects and of the interview details: within 20 June 2023

Oral exam: meeting via MS Teams	
Date and time:	**21 - 22 - 23 June 2023**, from 9.00 a.m.

Composition of the Admission Board:

 Prof. Giulia Cavrini *chair*, Prof. Annemarie Augschöll, Prof. Demis Basso.
 Substitute members: Prof. Monica Parricchi, Prof. Elisabeth Tauber, Prof. Beate Weyland.

At the end of the exam period, the Admission Board will draw up a rank list of candidates *(see Article 6 of the public competition announcement, general Call*).

APPLICATION:

The following documents are required **for the application** to the doctoral programme (*see Article 3 of the public competition announcement*):

- **Degree certificate/exam transcript.** In case of Italian university qualifications, the certification MUST be substituted by a **self-declaration** or by the Diploma Supplement.

- **Language certification** at **B2 level** (CEFR) attesting proficiency in two of the official languages of the programme – **Italian, German, English** – according to the table of the unibz recognized language certificates: https://www.unibz.it/assets/Documents/Languages/unibz-recognised-language-certificates-2019-2020.pdf
 (in the case of Italian public institutions, the certificates MUST be replaced by a self-declaration).

- **Curriculum vitae** containing:
   a) a list of research experience;
   b) if available, a list of publications with the respective online links.

- **Research project** (PDF/A file) written in Italian or German or English (max. 3 pages, 10,000 characters using the foreseen template, Times New Roman 11 font) to be uploaded to the portal and containing the following information at the top of the first page:
   a) the main research area, classified among the research areas mentioned in the table "Research areas" above,
   b) the topic, which is coherent with one of the above-mentioned research topics.
   One of the topics proposed in the table above can be chosen.

 Only one research project can be submitted per application.