

## Presentation PhD in e-learning 2010

The eLearn Center organizes a PhD in e-learning that embraces specializations in research into teaching and learning processes, organization, management and educational policies and technological resources for learning.

The PhD in e-learning offers the option of an online process of developing the doctoral thesis within the framework of the research projects carried out by various researchers within the Time Factor program of the eLearn Center. This Program is open to unpublished research contributions in the sphere of e-learning, guaranteeing the methodological quality of these contributions and the commitment to advancing knowledge in this field of research.

To gain access to the PhD in e-learning, candidates must hold an official university degree and have obtained a minimum of 300 ECTS credits in official university graduate and postgraduate studies, of which at least 60 must be at Master's level (Royal Decree nº 1393/2007 of 29 October).

Although other channels of admission to the PhD in e-learning are provided for, the natural entry route will be an official Master's degree in Education and ICT (e-learning) in its Research itinerary, since this guarantees the coherence of design and training to acquire the necessary competences to commence the research period of the doctorate.

### **Purpose and competences**

The PhD in e-learning aims to provide advanced training for researchers in a specific area of e-learning, which will be carried out in a tutored manner, guiding the future doctors in the development of a doctoral thesis.

The Program is structured into an organized package of training and research activities which lead to the obtainment of the Doctor's degree. The Open University of Catalonia's PhD in e-learning entails a prior training period, which normally consists of a Master's program (the Research itinerary of the UOC Master's course in Education and ICT or a similar university course is recommended), and a period of tutored research which includes courses, seminars and other training activities addressed to training in research.

Specifically, students who have completed the PhD in e-learning and passed the doctoral dissertation will have developed the competences relating to: systematic comprehension in the field of e-learning, and mastery of the related skills; identification of research problems in a recognized line of research, and design of a meaningful and viable research project; performance of a meaningful analysis of specialized publications which represents a critical questioning of their approach and results; mastery of research methods and techniques according to the research goals, adopting a substantial research process with academic rigor; contribution through original research which broadens the boundaries of knowledge, developing a substantial corpus at the national or international level; exchange between colleagues in the same field, the academic community and society in general; and finally, promotion in academic and professional contexts of technological, social or cultural improvement within a knowledge-based society.

## **Areas of research**

The PhD Program is articulated around three areas of research. In a transversal manner, all the research works must include a research question referring to the time factor. The areas of research are as follows:

### **Area 1- Teaching and learning processes**

The researchers who work in this area are specialists in education sciences, psychology, pedagogy and health sciences. They work in research projects which analyze online teaching and

learning, educational innovation processes, design and assessment of training actions, regulation, collaborative learning, educational processes in museums, etc. They provide answers to research questions such as the identification of mechanisms involved in cognitive improvement, the actions performed by students and teachers in the classroom, how to improve and contribute to knowledge-building processes, or what characteristics online feedback should have. The lines of research and the researchers working in each line in the Processes area are as follows:

Teaching and Learning processes	Investigator	Research Group
1. Emerging environments and technologies for learning in contemporary society	Montse Guitert Catusas, Albert Sangrà Morer, Marc Romero Carbonell,	Edu@ab
2. Training in the uses and applications of ICT for teachers and students		
3. New literacies and systems for inclusion in digital society		
4. Online collaboration (learning and work )	Montse Guitert Catusas Marc Romero Carbonell Joe Hopkins Teresa Romeu Cateura	
5. Techno-pedagogical design for learning improvement	Marcelo Maina Patras,	
6. Collaborative learning and knowledge building processes	Begoña Gros Salvat, Iolanda García González	EMA-UOC
7. Innovation processes in e-learning	Begoña Gros Salvat	
8. Teachers' training	Teresa Sancho Vinuesa	
9. Math e-learning: communications and assessment	Iolanda García González	
10. Personal Learning Environments	Guillem Bautista Pérez	
11. Design of digital learning environments and resources		
12. ICT in the classroom		
13. educational co responsibility and ICT		
14. Open classroom and open school with ICT		

15. Professional online teaching and learning processes	Eulàlia Torras Virgili	Grup Edus
16. Teaching presence and knowledge construction	Eulàlia Torras Virgili,	
17. Time factor in e-learning: temporal patters	Rosa M. Mayordomo Saiz, Margarita Romero Velasco	
18. Educational support and regulation learning.	Rosa M. Mayordomo Saiz	
19. Teachers training (competences, conceptions about teaching in an online learning environment)	Teresa Guasch Pascual	Grup Ed-Online
20. Writing		
21. Educational supports in online learning environments (ie: e-feedback)	Teresa Guasch Pascual, Anna Espasa Roca	
22. Regulation of learning in online environments	Anna Espasa Roca	
23. Assessment of learning in online environments		
24. Virtual reality simulations in Health science education	Francesc Saigí Rubio	eHeathLab
25. Museums, education and web	Glòria Munilla Cabrillana	MUSEIA
26. L2 Computer-mediated-communication	Christine Appel	
27. Computer supported collaborative language learning		
28. Course, syllabus and task design in second language learning		
29. Emerging environments and technologies for learning in contemporary society		
30. Initial teacher training and professional development in ICT	Adriana Ornellas	
31. New literacies and digital epistemologies		
32. Collaborative teaching and learning in virtual environments		
33. Philosophy of aesthetic education and pedagogy: reading and writing processes in learning vital		
	Marina San José Amiano	

34. Construction adaptation of environments, dynamics and materials for l'e-learning		
35. Online teaching and learning for languages & literature	Dimitrios Vlachopoulos	
36. Design & evaluation of virtual courses		

## Area 2 - Organization, management and educational policies

The researchers working in this area originate from various disciplines. They conduct research into projects of e-learning policies, organizational models, virtual working teams, quality, etc. They provide answers to research questions such as what factors are involved in planning and implementing e-learning in educational institutions, what elements contribute to the quality of online education, or how to contribute to the flexibility and openness of educational institutions in regard to the use of information and communication technologies (ICT). The lines of research and the researchers working in each line in the Organization area are as follows:

Organization, management and educational policies	Investigator	Research Group
1. Quality in e-learning (s)	Albert Sangrà Morer, Nati Cabrera Lanzo	Edu@b
2. Leadership and ICT integration change processes in educational institution		
3. e-learning policies and organizational models		
4. Management: time factor	Margarita Romero Velasco	Grup Edus
5. Organizational models for online higher education	Eva Rimbau Gilabert	REM
6. Virtual teamwork for teaching: processes and performance	Eva Rimbau Gilabert, Elisabet Ruiz Dotras	
7. E-learning in finance: developing skills	Elisabet Ruiz Dotras	
8. ICT educational uses in Higher Education Institutions	Josep M. Duart Montoliu	
9. ICT Educational uses and academic achievement in Higher Education Institutions		
10. Literary texts translation and reception	Natalie Bittoun Debruyne	
11. Teaching: FLE online		
12. Quality in e-learning	Josep Cobarsí Morales	
13. E-assessment		
14. Open Educational Resources and Open Repositories		
15. Corporate culture in higher education	Enric Serradell López	
16. E-Learning adaptation processes in corporate environments	Marina San José Amiano	



## Area 3 - Technological Resources for Learning

The researchers who do research in this area are specialists in mathematics, the sciences, engineering and social sciences. They work on the conceptualization, design, development, implementation and testing of teaching-learning tools, collaborative learning systems, open-source contents, and the accessibility and use experience of students and teachers in relation with these tools and systems. They provide answers to research questions such as how to achieve more efficient technological mediation in the implementation of continuous assessment, how best to manage teachers' and students' online time, or what resources of an asynchronous or synchronous nature can contribute to making significant changes. They also contribute to research into the implementation of virtual laboratories that will adapt to the requirements of online teaching, or to the solution of problems associated with mathematical contents in Internet. The lines of research and the researchers working in each line of the Technology area are as follows:

Technological Resources for Learning	Investigador
1. Live and Virtualized Collaborative Learning	Santi Caballé Llobet
2. New Forms of e-Assessment	
3. Monitoring Online Collaborative Learning	Atanasi Daradoumis Haralabus
4. e-Assessment	
5. Affective, Emotional and Adaptive Collaborative Learning Systems	Atanasi Daradoumis Haralabus, Santi Caballé Llobet
6. HCI & e-learning	Eva Patricia Gil Rodríguez
7. HCI & mobile Learning	
8. User experience & accessibility	
9. Mathematical e-learning (MEL)	María Antonia Huertas Sánchez,
10. Knowledge Representation and e-learning	
11. Learning Tools	Enric Mor Pera
12. m-Learning	
13. Accessibility and user experience	
14. Mathematic notation in e-learning	Antoni Pérez Navarro
15. E-learning of physics and mathematics	
16. Educational Data Mining	Julià Minguillon Alfonso
17. Open Educational Resources and Open Repositories	

## Association with research groups

The researchers aspiring to the Doctorate Program in e-learning may join a research group or project within the framework of which they will develop their theses, provided that the director of the thesis considers this appropriate. The research groups associated with the eLearn Center which gives support to the Doctorate in e-learning are:

EDUL@B (Research group in ICT and Education)

Ed-Online (Research group in educational supports for learning in online environments)

EDUS (Educació a Distància Universitària i Escolar - University and School Distance Education)

EHealthLab

EMA-UOC (Environments and Materials for Learning)

ITOL (Interactive Tools for Online Learning)

LNT (New Tourism Laboratory)

MUSEIA (Materials e-learning)

REM (Research in Educational Management)

## Admission to the PhD in e-learning

In order to request admission to the Doctorate Program, the following steps must be taken:

- ✓ Identify the area of research which best suits the candidate's research interests. The candidate must identify one of the three possible areas which is of his/her interest and the researchers of the eLearn Center. We recommend contacting the lead researcher before completing the required documentation in order mutually to assess the candidate's real suitability for the line of research. The doctorand will develop his/her personal doctorate project within the research group and will provide support for the group's research goals.
  
- ✓ Completion of documentation. The documentation may be submitted, without distinction, in Catalan, Spanish or English. The following must be submitted:
  1. Attested photocopy of the official university diploma entitling the holder to admission to a Master's course under the provisions of Royal Decree nº 1393/2007 of 29 October.
  2. Official document certifying having obtained a minimum of 300 ECTS credits in official university graduate and postgraduate studies, of which at least 60 must be at Master's level.
  3. Academic record of higher-level studies, with details of: Subjects taken, ECTS (or hours), examination sessions used, grades by subject and overall grading.
  4. CV, including: Research experience, publications, professional experience, placements abroad, research grants or subsidies obtained (if applicable). The CV must include the candidate's current personal details in order to facilitate contact (include telephone number and e-mail address).
  5. A brief description of the personal doctorate project, explaining the reasons for and suitability of the intended research, or a research proposal in accordance with the lines of research of the eLearn Center's research program.

6. Presentation of an article or research work written by the candidate, or, failing this, an analysis and reflection on a research work of reference in e-learning, which must be named.
7. Two letters of recommendation stating the candidate's research skills, or, failing these, three references from consolidated researchers (voluntary documentation).
8. Documentation certifying the candidate's level of English (if applicable).

The personal doctorate project must contain the information requested in this document.