ESCUELA DE
PEDAGOGÍA

PONTIFICIA
UNIVERSIDAD
CATÓLICA DE
VALPARAÍSO

Doctorate
in Education

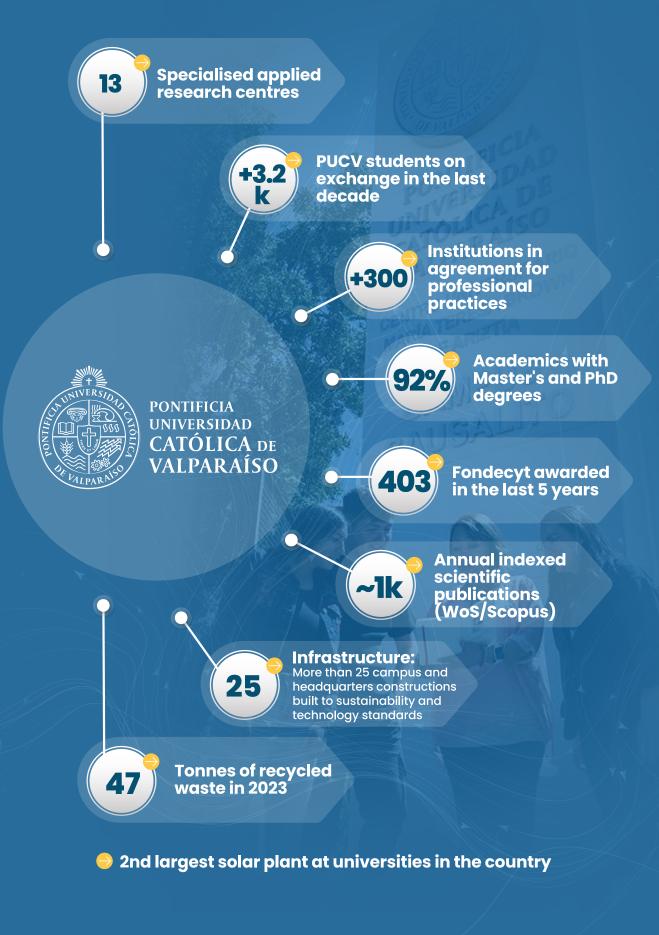"Committed to **transforming** a fairer and **more equitable** education system"

pedagogiapucv.cl

Pontificia Universidad Católica *in* figures

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

96 → Year of academic excellence

17k → Undergraduate and postgraduate students *(2024)*

+60 → Undergraduate programmes

61 → Postgraduate programmes *(20 doctorates and 41 masters)*

+700 PhD graduates

6.5k → Master's graduates

13 Specialised applied research centres

+3.2 k PUCV students on exchange in the last decade

+300 Institutions in agreement for professional practices

92% Academics with Master's and PhD degrees

403 Fondecyt awarded in the last 5 years

~1k Annual indexed scientific publications (WoS/Scopus)

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

25 Infrastructure: More than 25 campus and headquarters constructions built to sustainability and technology standards

47 Tonnes of recycled waste in 2023

2nd largest solar plant at universities in the country

Description
of the Programme

1.1   Name of the programme
Doctorate in Education

1.2   Purpose and focus of the programme
To train researchers of excellence in education, committed to the analysis of the socio-educational reality, the generation, discussion and dissemination of knowledge of high scientific impact, which contributes to the transformation of policies, practices and educational systems from the principle of Social Justice.

1.3   Vision
To be a programme with a wide regional, national and international recognition, committed to the transformation of the educational system and to the development of reflections, knowledge and proposals in education aimed at greater social justice, generating new knowledge based on research in education.

1.4   Mission
To train researchers of excellence, capable of producing and disseminating knowledge about the educational phenomenon through research, and of becoming part of the educational scientific community in order to promote transformations in the educational system that have social justice as a teleological principle of their work.

ESCUELA DE PEDAGOGÍA

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

DOCTORADO EN EDUCACIÓN

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

más info:
pedagogiapucv.cl

Objetives

1   To problematise the socio-educational reality on the basis of different dimensions, levels and perspectives in order to bring about a transformation of the educational system capable of contributing to greater social justice.

2   Contribute to the construction of educational knowledge in the areas of educational policy, organisation and practice from a variety of theoretical perspectives.

3   To develop research with high methodological and ethical standards on the phenomena and processes of socio-educational reality.

4   Communicate research findings for the purposes and formats of participation and collaboration with communities of researchers producing educational knowledge.

Graduate *profile*

By completing the programme, graduates will develop the following competences:

1

Analyses the socio-educational reality in order to promote its development from the perspective of social justice.

2

Constructs knowledge through research that addresses policies, organisations and practices in the field of education, taking into account different theoretical perspectives.

3

Develops research with academic, methodological and ethical rigour on the educational reality and its contexts.

4

Communicates advances and results of original research to the national and international academic and professional community, participating in socio-educational progress and development.

5

Promotes in academic and profressional contexts, technological, social and cultural advancement within a knowledge-based and ethical society from a social justice perspective.

ESCUELA DE PEDAGOGÍA

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

DOCTORADO EN EDUCACIÓN

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

más info:
pedagogiapucv.cl

Entry Requirements

To apply for the programme, you must:

→ **1.** Hold a bachelor's or master's degree in education or related disciplines from this or another university in Chile or abroad. The affinity of the applicants to the discipline will be determined by the Academic Committee of the programme.

→ **2.** Submit an application form.

→ **3.** Demonstrate the ability to commit time to study and to meet the academic requirements set by the programme at each stage.

→ **4.** Evidence of English language skills equivalent to level B2/ALTE3 of the Common European Framework of Reference for Languages (CEFR). In exceptional cases, applicants who do not have the required level of English will be admitted to the programme. This requirement must be met no later than four semesters after admission to the programme. This condition will be stated in the admission decision. In the event of non-compliance, the student will be excluded from the programme. Likewise, non-Spanish speaking applicants must prove that they have a command of Spanish as a foreign language at level C1.

ESCUELA DE PEDAGOGÍA

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

DOCTORADO EN EDUCACIÓN

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

más info:
pedagogiapucv.cl

→ 5. Documents to be provided:

a) Application form.

b) Curriculum Vitae showing disciplinary knowledge and/or research experience in education.

c) A legalised copy of the degree obtained. Degree certificates issued by foreign universities must be accompanied by a copy duly legalised by the competent authorities.

d) Transcript of records and/or undergraduate and postgraduate promotion ranking (only if you have postgraduate studies), unless the university of origin does not issue this type of certificate. If the grading scale is different from the one used by this university, a certificate issued by the higher education institution where the student studied, indicating the equivalences, must also be enclosed.

e) Preliminary research project related to the lines of the programme (max. 2,500 words).

f) Letter of motivation and statement of purpose (maximum 1,000 words).

g) A copy of your own academic production (article, dissertation, book chapter).

h) Three confidential letters of recommendation sent directly to the Director of the Doctoral Programme in Education.

Pre-selection of applicants:

There will be a pre-selection of applicants according to the merit of the background presented by them at the time of application. This background will be evaluated by the Academic Committee, according to the following criteria:

1. Academic background (teaching and research career; grades and/or rank in undergraduate and/or postgraduate studies). Weighting 40%.

2. Basis of application and letters of recommendation. Weighting 20%.

3. Presentation of an example of own academic production (article, thesis, book chapter). Weighting 20%.

4. Preliminary research project in a field related to the research lines of the programme. Weighting 20%.

Candidates with the highest scores at the pre-selection stage will be asked to take a written test that measures basic research skills in qualitative and quantitative methods.
Candidates who have passed the written exam must attend a personal interview with the Academic Committee of the Doctorate Programme in order to assess the candidate's disciplinary and thematic affinity with the lines of research envisaged by the programme.

ESCUELA DE PEDAGOGÍA

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

DOCTORADO EN EDUCACIÓN

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

más info:
pedagogiapucv.cl

Study Plan

The programme will be delivered in a classroom setting during the day, although some activities may be enhanced with the incorporation of virtual work.

The curriculum is structured in such a way that the subjects taught in each semester correspond to a maximum of four. However, the organisation of various academic activities during the semester is considered to reinforce the doctoral student's training. Each subject entails a critical and proactive analysis from the perspective of social justice, which is thus a cross-cutting theme of the study plan.

ESCUELA DE
PEDAGOGÍA

PONTIFICIA
UNIVERSIDAD
CATÓLICA DE
VALPARAÍSO

DOCTORADO EN
EDUCACIÓN

PONTIFICIA
UNIVERSIDAD
CATÓLICA DE
VALPARAÍSO

más info:
pedagogiapucv.cl

Study Plan

I semester →	II semester →	III semester →	IV semester →	V semester →	VI semester →	VII semester →	VIII semester →
Foundations of Educational Epistemology. PUCV:5 CR	**Qualitative Research Methods II.** PUCV:5 CR	**Advanced Quantitative Research Methods II.** PUCV:5 CR	**Thought, practice and cultural artefacts of the subject who teaches.** PUCV:5 CR	**Specialisation Elective II.** PUCV:5 CR	**Interdisciplinary elective.** PUCV:5 CR	**Thesis III.** PUCV:20 CR	**Thesis IV.** PUCV:20 CR
Qualitative Research Methods I. PUCV:5 CR	**Advanced Quantitative Research Methods I.** PUCV:5 CR	**Current Curriculum theories.** PUCV:5 CR	**Specialisation Elective I.** PUCV:4 CR	**Specialisation Elective III.** PUCV:4 CR	**Thesis II.** PUCV:15 CR		
Social justice issues in the educational model. PUCV:5 CR	**Thinking, knowledge and practices of the learner.** PUCV:5 CR	**Thesis Project I.** PUCV:10 CR	**Thesis Project II.** PUCV:11 CR	**Thesis I.** PUCV:12CR			
Research Seminar I. PUCV:5 CR	**Research Seminar II.** PUCV:5 CR						

Graduation
Requirements

The graduation work entails the completion of individual empirical research that represents a novel contribution and a substantial advancement to the body of scientific knowledge in the field of Education. To this end, a doctoral thesis must be submitted, consisting of a written report which details the research process carried out. The report must meet high standards of theoretical, methodological and ethical rigour. Furthermore, the student is required to have published at least one scientific article or book chapter, and to have had a scientific article or book chapter accepted for publication, in both cases in a specialised mainstream journal or book with accredited external refereeing, as the main author. The accreditation of the acceptance and submission of articles and/or book chapters must be completed prior to the submission of the doctoral thesis and must comply with the criteria established by the ANID Education Study Group for the assessment and recognition of articles and book chapters. In the event that the publications correspond to disciplines other than education, they must be approved by the Programme Senate.

Lines *of* Research

The School of Education has established three research areas that reflect the disciplinary and interdisciplinary diversity of the research work of the teaching staff and faculty members involved in the programme. These lines of research contribute to the construction of new knowledge and the development and improvement of enquiry practices for future Doctors of Education, through their distinctive emphases.

Line 1: Teaching and Learning Ecosystems

The field of study examines the ecosystemic factors that influence the processes of teaching, learning, and evaluation. It focuses on the nature, purposes, contexts, means and outcomes of the interactions, trajectories and training practices that take place in educational communities at the early childhood, primary, secondary, tertiary and adult education levels. The objective is to promote social and educational justice

This line of research aims to contribute to the construction of new pedagogical knowledge that will facilitate the expansion of learning opportunities for all students in both formal and emerging training contexts. Conversely, the objective is to enhance the quality of initial and ongoing teacher training through a more nuanced comprehension of pedagogical practices within the evolving landscape of educational ecologies, characterised by the pervasiveness and decentralisation of knowledge and the proliferation of training modalities. In order to construct new knowledge and develop innovative proposals, this line of research addresses a range of topics related to the curriculum, learning assessment, teaching and learning strategies, classroom practices, the diverse training modalities and environments, the trajectory and knowledge of teachers, and the interactions and mediations of socio-cultural artefacts such as writing or digital technologies.

ESCUELA DE PEDAGOGÍA

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

DOCTORADO EN EDUCACIÓN

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

más info:
pedagogiapucv.cl

Line 2: Citizenship, Inclusion and Diversity

Its objective is to pursue and construct knowledge in the field of the study of diversity, acknowledging and respecting differences between individuals and recognising them as subjects with citizenship rights. It examines the life cycle of the individual and the educational and social contexts, both formal and informal, in which they develop throughout their lifespan. The issue at the core of this line of inquiry is the right to education. It is imperative that educational and social conditions at the cultural, political, and practical levels facilitate inclusive responses, enabling all individuals to learn based on their unique ways of being, doing, and thinking.

Likewise, development, identity and full participation must be guaranteed, based on their cognitive, emotional, physical, sensorial, socio-cultural and social characteristics. It therefore understands education as a political fact from its teleological and axiological dimension with regard to the ultimate aim of the teaching and learning process, which is linked to fair coexistence, democracy and citizenship as a good life in common.

Line 3: Education Policy, Management and Institutional Leadership

The education system occupies an indisputably relevant position within society. The relationship between the state, civil society and educational organisations reflects a mode of social organisation, a model of development and the construction of a specific type of citizenship. Understanding the interweaving of relationships and the effects of public policies in schools, colleges, kindergartens and teacher training institutions is the core of this line of research. The implementation of public education policies has non- linear effects on the education system and sometimes different from those expected in their original design, due t o various reasons, including the level of coincidence between design and implementation, the characteristics of the territory, the particularities of school organisations and the interactions that the community has developed over time. In other words, the tensions between the locally constructed school-institutional culture and the institutional framework designed at the national level.

ESCUELA DE PEDAGOGÍA

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

DOCTORADO EN EDUCACIÓN

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

más info:
pedagogiapucv.cl

This line, therefore, seeks to contribute to a greater depth in the theoretical and empirical study, critical analysis and applied reflection on the education system, from the perspective of educational policies, and how from the different institutional levels and from the various actors involved in education, it is possible to respond to the demands of social justice and equity in schools, creating spaces and opportunities for participation, inclusion and territorial linkage.

Cloister

Name of professor	Line(s) of research
Dra. Andrea Bustos	Teaching and Learning Ecosystems
Dra. Sandra Catalán	Citizenship, Inclusion and Diversity
Dra. María Leonor Conejeros	Citizenship, Inclusion and Diversity
Dra. Gloria Contreras	Teaching and Learning Ecosystems
Dr. José Miguel Garrido	Teaching and Learning Ecosystems
Dra. Marcela Jarpa	Teaching and Learning Ecosystems
Dra. Verónica Leiva	Education Policy, Management and Institutional Leadership
Dra. Tatiana López	Teaching and Learning Ecosystems
Dr. Juan de Dios Oyarzún	Education Policy, Management and Institutional Leadership
Dra. Marta Quiroga	Education Policy, Management and Institutional Leadership
Dra. Silvia Redón	Education Policy, Management and Institutional Leadership
Dr. Fernando Rodríguez Rodríguez	Teaching and Learning Ecosystems
Dra. Vanessa Vega Córdova	Citizenship, Inclusion and Diversity

ESCUELA DE
PEDAGOGÍA

PONTIFICIA
UNIVERSIDAD
CATÓLICA DE
VALPARAÍSO

Doctorate
in Education

"Committed to **transforming** a
fairer and **more equitable**
education system"

DOCTORADO EN
EDUCACIÓN

PONTIFICIA
UNIVERSIDAD
CATÓLICA DE
VALPARAÍSO