

POSTGRADOS **UDP**

PHD IN

EDUCATION

udp FACULTAD
DE EDUCACIÓN



DESCRIPTION

This doctoral program is the first in the country to be offered jointly by two universities (the Universidad Alberto Hurtado and the Universidad Diego Portales). This gives candidates access to a diverse multidisciplinary faculty, with a distinguished track record in research and policy formation around education. The program is **accredited** for a four-year period by Chilean national accreditation agency the CNA, until December 2021.

OBJECTIVES

The formation of PhD graduates interested in contributing to the field of education, through production of relevant knowledge capable of generating impact: in academic contexts such as universities and research centres; and among professionals in public organisations and centers of education.



SPECIFICALLY

- To contribute to a critical and reflexive formation in issues related to education, drawing on contributions from a range of key disciplinary and theoretical perspectives.
- To promote a relationship between theoretical discussion and debates proceeding from research on problems of educational systems, with a view to improving quality and equity.
- To stimulate the dissemination and communication of research results via university teaching and academic exchange.

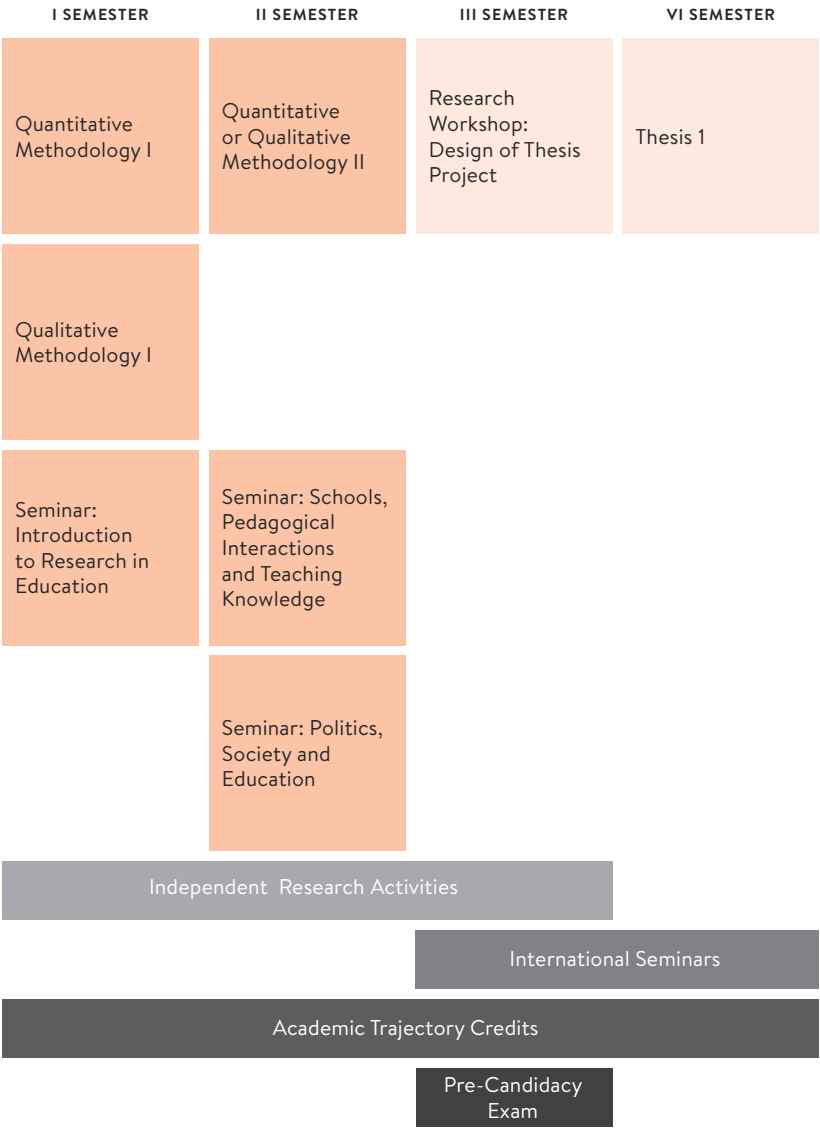
LINES OF RESEARCH

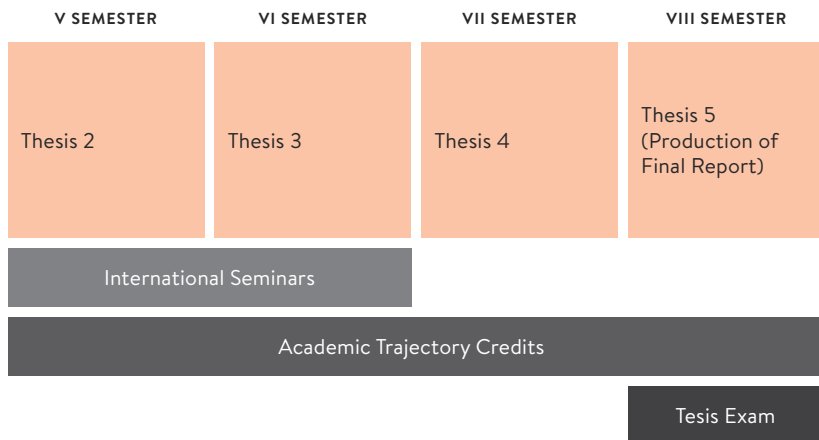
1. **Educational Policy and Equality.** This is a line of research that has been pursued by the CIDE (Center for Investigation and Development in Education, of the Universidad Alberto Hurtado) for over 20 years. It also incorporates studies produced by the Universidad Diego Portales, and contributions from academics who study the schooling system from the perspective of different social sciences, including sociology, economics, political sciences and philosophy. Prominent themes include study of macro and micro regulation of the schooling system; comparative educational systems; micro-level decisionmaking by key actors in schooling and its impact on educational (in)equality, social and school justice; parental choice in the educational system; educational segregation, and processes of micro-politics in schools.
2. **The School and the Classroom: Leadership and school management, pedagogical interaction, and teaching and learning.** This line of research brings together two themes: studies on leadership and management, undertaken by both faculties over the past decade; and studies on teaching and learning in classroom settings. The line incorporates research which takes an inside view of school, focusing on actors and dynamics in management of school leadership, curricula, and pedagogy. It also includes studies of beliefs among students, and contributions from research on the psychology of learning which analyses the development of reasoning skills in boys and girls. There is a central concern with the study of schooling in contexts of poverty.

3. **Teachers: Initial and ongoing training, knowledge of pedagogy, and professional practice.** This line of research brings together research on teacher training, teachers' career trajectories and the relationship between theoretical and practical training. It also includes work on beliefs and thinking among teachers, and teacher knowledge sets about pedagogy and of the disciplines taught. Studies of teachers are undertaken fundamentally from a pedagogical perspective, centered on processes which help or hinder their professional activity.
4. **Education and Work: Young people's trajectories and the transition from school to the world of work.** This line consists of a body of work which examines youth culture from the point of view of the processes of transition that young people undergo between mid-level education, higher education, and/or the world of work. This perspective draws on social sciences, particularly sociology and anthropology. Associated research includes analysis of the technical-professional schooling system, and its capacity to respond to the dynamics and demands of the youth population and of society as a whole.

The doctorate is aimed at professionals in education, humanities and social sciences from Chile and around Latin America.

PROGRAM OF STUDY





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CANDIDATES MUST

1. Hold an undergraduate or Masters degree award from a national university or a university in another country, duly certified.
2. Present a CV which gives an account of the candidate's academic and professional trajectory. This should include undergraduate and (where applicable) Masters' grades, and the candidate's relative final ranking among their study cohort (in cases where the awarding institution produces this information).
3. Supply a written document stating their area of research interest, and outlining a possible theme or problem for doctoral research.
4. Present a sample of written work.
5. Present two letters of recommendation (references).
6. Pass a reading comprehension test in English.
7. Attend a personal interview, to evaluate the fit between their application and the program's academic offering.
8. Be available for full-time study during the first two years of the program; be prepared to sign a statement committing themselves to complying with this requirement.

Applicants from other countries must present their formal qualifications duly legalized, following the procedures that the UDP and UAH set down for international students. Tailored channels will be provided by which applicants from other countries can fulfil the abovementioned application requirements.

FOR FURTHER INFORMATION, PLEASE CONTACT

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POSTGRADOS **UDP**



 Comisión Nacional de Acreditación CNA-Chile	5 AÑOS	UNIVERSIDAD ACREDITADA EN TODAS LAS ÁREAS Gestión Institucional, Docencia de Pregrado, Investigación, Docencia de Postgrado y Vinculación con el Medio Desde octubre de 2018 hasta octubre de 2023.
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 Comisión Nacional de Acreditación CNA-Chile	4 AÑOS	Doctorado en Educación ACREDITADO Desde diciembre de 2017 hasta diciembre de 2021. Organismo Acreditador: Comisión Nacional de Acreditación. Modalidad: Presencial Sede: Santiago Jornada: Diurna.
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