



## DOCTORAL SCHOOL COURSES

and

## SCIENTIFIC RESEARCH PROGRAM

### A. DOCTORAL SCHOOL COURSES

According to the rules of the Doctoral School of the Faculty of Psychology and Educational Sciences, the customization of the preparation activities of the PhD students is allowed and recommended.

*Art. 6 (1) "The training program based on advanced university studies (PPUA): (a) is achieved in the first semester of the doctoral program, (b) can be customized for each PhD student depending on the options defined by the doctoral coordinator".*

In accordance with these provisions we have customized the program for the students from Israel.

To graduate *doctoral school courses*(PPUA)students will be examined and will receive grades at sixsubjects of study:

- 1. Planning and design research**
- 2. Advanced quantitative methods of data analysis**
- 3. Qualitative methods of data analysis**
- 4. The principles and technique of writing scientific articles**
- 5. Ethics and academic integrity**
- 6. Complementary training module.**

For each of first four courses students must write an essay with reference to their doctoral topic, based on a minimal bibliography (please see below).

For the 5<sup>th</sup> course students must prove that they were involved in the research or scientific work (*scientific documentation, writing research report/ articles and attending conferences, scientific symposia or workshops* etc.) or similar professional activities (please see Appendix 1 and 2)

The requirements and minimal bibliography for each subject are summarized below.



## 1. Planning and design research

Tutor /course creator: **Loredana Ruxandra Diaconu-GHERASIM** ([gloreda@uaic.ro](mailto:gloreda@uaic.ro))

1. Make a PPT presentation of the project of PhD thesis (including the empirical studies).
2. Separately, in a word document, comment (rely on the bibliography) the following aspects: (*max. 7 pages, A4, Times New Roman, 12, 1.5 lines*)
  - a) research problems /goals and the hypotheses for each empirical study, considering the conditions of good research problem or hypotheses existing in literature.
  - b) identify the variables and the research plan that you intend to use for each study.
  - c) specify the research method used to verify each hypothesis
  - d) specify population and the selection strategy for each empirical study
  - e) for each instruments used for measuring / manipulation of the variables, explain how you choose them. Please, attach the instruments.
  - f) briefly describe for each study the expected results based on theories.

### ***Bibliography:***

- Coolican,H. (2014). *Research Methods and Statistics in Psychology*, Psychology Press: New York.
- Gliner, J.A., Morgan, G.A. & Leech, N.L., 2009, *Research methods in Applied Settings, An Integrated Approach to Design and Analyses*, Talylor and Francis, New York.
- Langston, W. (2011). *Research Methods*. Wadsworth, Cengage Learning.
- Shaughnessey, J.J., Zechmeister, E. B, & Zechmeister, J. S. (2012). *Research Methods in Psychology*, 9th edition, McGraw-Hill Companies Inc.: New York.
- Haslam, S. A. &McGarty, (2014). *Research Methods and Statistics in Psychology*. Sage Publication: London.
- [McBride](#), D. M. (2016). *The Process of Research in Psychology*, Sage Publication: Singapore
- Reis, H. T., & Judd, C.M. (2014) *Handbook of Research Methods in Social and Personality Psychology*, Cambridge University Press.



## **2. Advanced quantitative methods of data analysis**

Tutor /course creator: **Andrei HOLMAN** ([andrei.holman@gmail.com](mailto:andrei.holman@gmail.com))

Present the data analysis procedures and tests that you consider to be appropriate for each of the research designs of the studies in your PhD program, as well as their expected results (*max. 7 pages, A4, Times New Roman, 12, 1.5 lines*)

### **References**

- Agresti, A., & Agresti, B. F. (1970). *Statistical Methods for the Social Sciences*. CA: Dellen Publishers.
- Antonius, R. (2003). *Interpreting quantitative data with SPSS*. Sage.
- Gerber, S. B., & Finn, K. V. (2013). *Using SPSS for Windows: Data analysis and graphics*. Springer.
- Kerr, A. W., Hall, H. K., & Kozub, S. A. (2002). *Doing statistics with SPSS*. Sage.
- Leech, N. L., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation*. Psychology Press.
- Paulson DS., (2003) *Applied statistical designs for the researcher*. Marcel Dekker Inc. New York, 2003.



### 3. Qualitative methods of data analysis

Tutor /course creator: **Ovidiu GAVRILOVICI**, PhD ([gavrilov@uaic.ro](mailto:gavrilov@uaic.ro))

**I. Course description.** The aim of this course is to introduce doctoral students to key concepts in the field of Qualitative Research Methods and to assist them in developing the necessary skills, techniques, and knowledge that would allow them to undertake independent qualitative research.

**II. Course objectives.** Students completing this course will be able to: a) describe and use a variety of methodological paradigms that guide contemporary qualitative research in the human sciences; b) articulate the place of theory and scientific literature in qualitative study; c) describe and use appropriate data collection procedures: observation, interview, focus-group, and document analysis; d) use a variety of strategies for analyzing and interpreting qualitative data (e.g. data reduction, coding and categorization, software tools for data analysis, etc.).

**III. Assignment.** Exam will take the form of an individual written paper that consist in developing a qualitative **research proposal** (*potentially to be integrated in PhD research*). Evaluation of the project represent 100% of final grade. The paper has to include:

1. **The introduction to the research question or problem** (i.e. describing the topic of the project, presenting the scientific relation of this project research with the PhD thesis, stressing the importance of this study, and formulating the research question) (1-2 pages);
2. **The literature review on the selected research topic** (3-4 pages);
3. **The methodology adopted for data collection** (i.e. the main objectives, sampling procedure, specific qualitative data collection techniques, reflection on methodological challenges in the project and potential ethical issues) (2-3 pages).
4. **Expected results** (i.e. presenting the expected main findings and describing the potential integration of these potential findings into the PhD thesis) (1 page).
5. **Potential conclusions, limitations, and future research directions** (1 page).
6. **List of references** (that include minimum ten academic scientific references) (1 page).

Specific requirements: 9-12 pages (A4, Times New Roman, 12, 1.5 lines) including references and notes, APA Style of editing.

#### References:

- Camic, P.M., Rhodes, J.E., Yardley, L. (Eds.) (2003). *Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design*. Washington, DC: American Psychological Association.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Thousand Oaks: Sage Publications.
- Silverman, D. (Ed.) (2004). *Qualitative Research: Theory, Method and Practice*. Sage Publications.
- Silverman, D., Marvasti, A. (2008). *Doing Qualitative Research: A Comprehensive Guide*. Sage Publications.
- Taylor, S.J., Bogdan, R., DeVault, M.L. (2016). *Introduction to Qualitative Research Methods. A guidebook and resource*. New Jersey: John Wiley & Sons.
- Willig, C., Stainton-Rogers, W. (2008). *The SAGE Handbook of Qualitative Research in Psychology*. Sage Publications.



#### 4. The principles and technique of writing scientific articles

Tutor /course creator: **Loredana Ruxandra Diaconu-GHERASIM** ([gloreda@uaic.ro](mailto:gloreda@uaic.ro)) & **Cornelia Mairean** ([cornelia.mairean@uaic.ro](mailto:cornelia.mairean@uaic.ro))

Prepare and submit to both tutors of the course a manuscript (*max. 10 pages, A4, Times New Roman, 12, 1.5 lines*) of a study, written in accordance with the principles underlined in the materials listed in the course references and the publishing rules endorsed by APA Publication Manual (7<sup>th</sup> ed.).

##### **References:**

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association
- Cargill, M., & O'Connor, P. (2013). *Writing scientific research articles: Strategy and steps*. John Wiley & Sons.
- Faigley, L., & Hansen, K. (1985). Learning to write in the social sciences. *College Composition and Communication*, 36(2), 140-149.
- Gibaldi, J., Achtert, W. S., & Modern Language Association of America. (2003). *MLA handbook for writers of research papers*. New York: Modern Language Association of America.
- Goodwin, C. J. (2010) Communicating the Results of Research in Psychology (chapter). In *Research in Psychology. Methods and Design*, John Wiley & Sons, Inc.
- Hyland, K. (2003). *Second language writing*. Ernst Klett Sprachen.
- Lester, J. D., & Lester, J. D. (1999). *Writing research papers: A complete guide*. New York: Longman.
- Shaughnessey, J.J., Zechmeister, E. B, & Zechmeister, J. S. (2012). Communication in Psychology (chapter). In *Research Methods in Psychology* (9th Edition), McGraw-Hill Companies Inc.: New York.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. Ann Arbor, MI: University of Michigan Press.



## 5. Ethics and academic integrity

Tutor /course creator: **Liliana STAN**([stanliliana2012@yahoo.com](mailto:stanliliana2012@yahoo.com)) &**Ovidiu GAVRILOVICI**  
([gavrilov@uaic.ro](mailto:gavrilov@uaic.ro))

The aim of the course is to support the ethical reflection ability and ethical responsibility during the doctoral research process.

Prepare and submit to the two course academics responsible:

1. A one page comment of a national ethics code you identify as relevant to your subject of study; an English or Romanian translated version of the code should be annexed.
2. An example of ethics approval form used in your country relevant to your subject of study (or use the instrument from international practice that the tutors provide) and apply it to your own research study, underlying in two or three pages the moral and professional ethics challenges you identify.

### References:

- Ethical principles of psychologists and Code of conduct, APA, 2017.
- Heidy Meriste, Mari-LiisaParder, Kristi Lõuk, Kadri Simm, Laura Lilles-Heinsar, LiisiVeski, Marie Soone, Marten Juurik, Margit Sutrop, Promoting Integrity as an Integral Dimension of Excellence in Research. Normative analysis of research integrity and misconduct, 2016.
- Shamoo, A. E. & Resnik, D.B., Responsible Conduct of Research, Oxford University Press, 2015.
- Shamoo, A. E. & Resnik, D. B., Ethical Decision Making, Oxford University Press, 2009.
- OECD, Best Practices for Ensuring Scientific Integrity and Preventing Misconduct, 2008.
- Sévilla, J., Moralment correct. Recherche valeaursdésespérément, Perrin, 2007.
- Oakley, J. &Cocking,D., Virtue Ethics and Professional Roles, Cambridge: Cambridge University Press, 2001.
- Lipovetsky, G., Le Crépuscule du devoir, Gallimard, 1992.



## 6. Complementary training module

For this module students must prove that they were involved in the research or scientific work (*scientific documentation, writing research report/ articles and attending conferences, scientific symposia or workshops* etc.) or similar professional activities.

Activities of scientific documentation and drafting of the research reports are eligible.

To graduate (accumulate the 30 credits), there is no required a number of research or professional activities, the value of these activities being assessed by doctoral coordinator and guidance commission members (*see next page, Art. 7 . nr. 2, 10 and 11*).

Please see

- *Appendix 1 Regulation for assessing the PhD students activity 2015*
- *Appendix 2 - Bi-annual evaluation years 2,3*



## B. SCIENTIFIC RESEARCH PROGRAM

According to the rules of the Doctoral School of the Faculty of Psychology and Educational Sciences there are **four research reports (exams)** along the three years of doctoral programme, other than exams for doctoral school courses (PPUA).

- Art. 7 (1) In line with IOSUD-UAIC regulation, the **scientific research program** ("PCS") is performed under the guidance of the doctoral coordinator, and is supported by a *guidance commission*, consisting of three other members. These guidance commission members could be fellows in the research team of the doctoral coordinator, other persons affiliated to the doctoral school, or teaching and research personnel nonaffiliated to the doctoral school.
- (2) The scientific research program ("PCS") of the doctoral candidate requires: (a) the presentation of *four research reports* in front of the guidance commission; b) getting a minimum of 30 ECTS credits per academic semester; these credits are allocated according to the research and publication activities of the candidate (minimum 70%) and complementary training and administrative activities (maximum 30%).
- (3) The research carried out by doctoral students is reflected in at least four *research reports*, presented in front of the guidance commission, as follows:
- i.) a *research report* at the end of the first year, that should contain at least: a) a comprehensive description of the state of knowledge in the topic of thesis (theoretical foundations of the research topic); b) the final research design details and methodology which will be used in the thesis;
  - ii.) *two research reports* in the second year of doctoral studies, each comprising: a) a theoretical foundation focused on research phase covered by the report; b) at least one study (article) written in accordance with the APA standards.
  - iii.) a *final research report*, which will be the final presentation of the thesis for consideration by the guidance commission, in order to obtain the approval for the final, public defense of the doctoral dissertation.
- (4) In accordance with IOSUD-UAIC regulation, the titles of each research reports and the dates of the presentation of the research reports will be established by the PhD coordinator together with the PhD student at the end of first year of the doctoral programme. They may be extended by a maximum of three months, at the request of the doctoral student, with the approval of the doctoral coordinator and of the doctoral school director. If the reports were not presented within the prescribed period, the doctoral candidate is proposed for expulsion.
- (5) The titles of the four research reports can be changed only with the approval of the Director of the Doctoral School and with the approval of the doctoral coordinator, following a written request (requests) from the student.





- (6) The PhD student must provide each member of the *guidance commission*, with electronically or printed (if applicable) copy of the research report at least one week before the date set for presenting research report.
- (7) Sustaining (presenting) a research report shall be made in front of members of the guidance commission, on the date set in the training program of PhD students, in open session at which other professors and PhD students may participate.
- (8) If one of the three members of the guidance commission is unable to be present, he will write an *assessment report* of 1-2 pages, summarizing the strengths and weaknesses of the analyzed research report, formulating suggestions and questions to the student, and proposing a valuation on the 1-5 scale: *unsatisfactory, good, very good, excellent*. The absence of two members of the Commission of guidance results automatically in the adjournment and reprogramming of the presentation.
- (9) If the a report is rejected, the PhD student may readjust it and present only once, following the same procedure, within a maximum of six months from the date of rejection. If the report is rejected for the second time, the PhD student is expelled.

Should you need any further information, please do not hesitate to contact us.

Yours sincerely,

**Ticu CONSTANTIN**

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