



UNIVERSIDADE
NOVA
DE LISBOA



NOVA
DOCTORAL SCHOOL

UNICA EduLab: New Developments in Teaching and Learning

Putting the students at the heart of learning:
the experience of NOVA Doctoral School

4 December - 5 December

Patrícia Rosado Pinto

The context

Universities and the knowledge society



- Production and dissemination of knowledge (traditional mission)
- The needs of the labour market (a new demand)

The context

- Recognition of EHEA and ERA as the two pillars of the knowledge society and a new action line of the Bologna Process
- Inclusion of 3rd cycle in the Bologna Process
- A new demand: Bologna

Salzburg Principles

- Advancement of knowledge is based on **original research** – the **core component of PhD education**
- PhD Graduates develop their skills through their research and **additional taught modules** to support the **acquisition of a range of relevant specialist and generic skills**



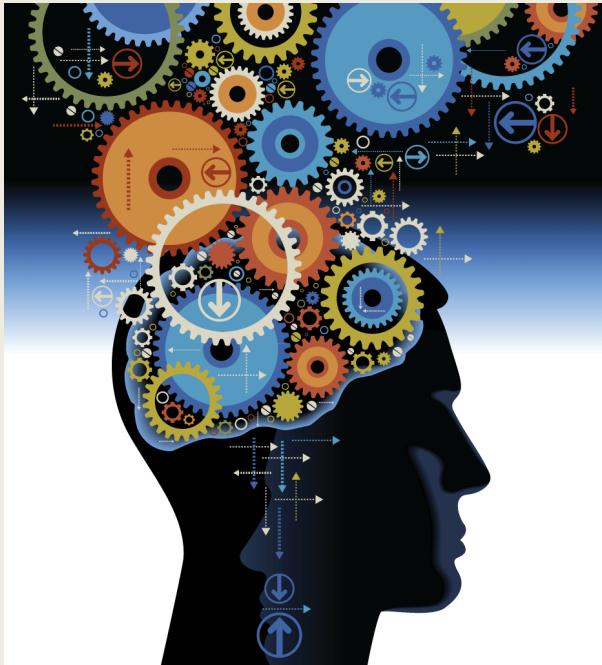
Doctoral programs were reformed in terms of structure and curricular design

In the middle of contradictory forces



In the middle of contradictory forces

knowledge production vs competition



In the middle of contradictory forces

harmonization of training

VS

respect for diversity



In the middle of contradictory forces

massification

vs

student centred



Despair ???

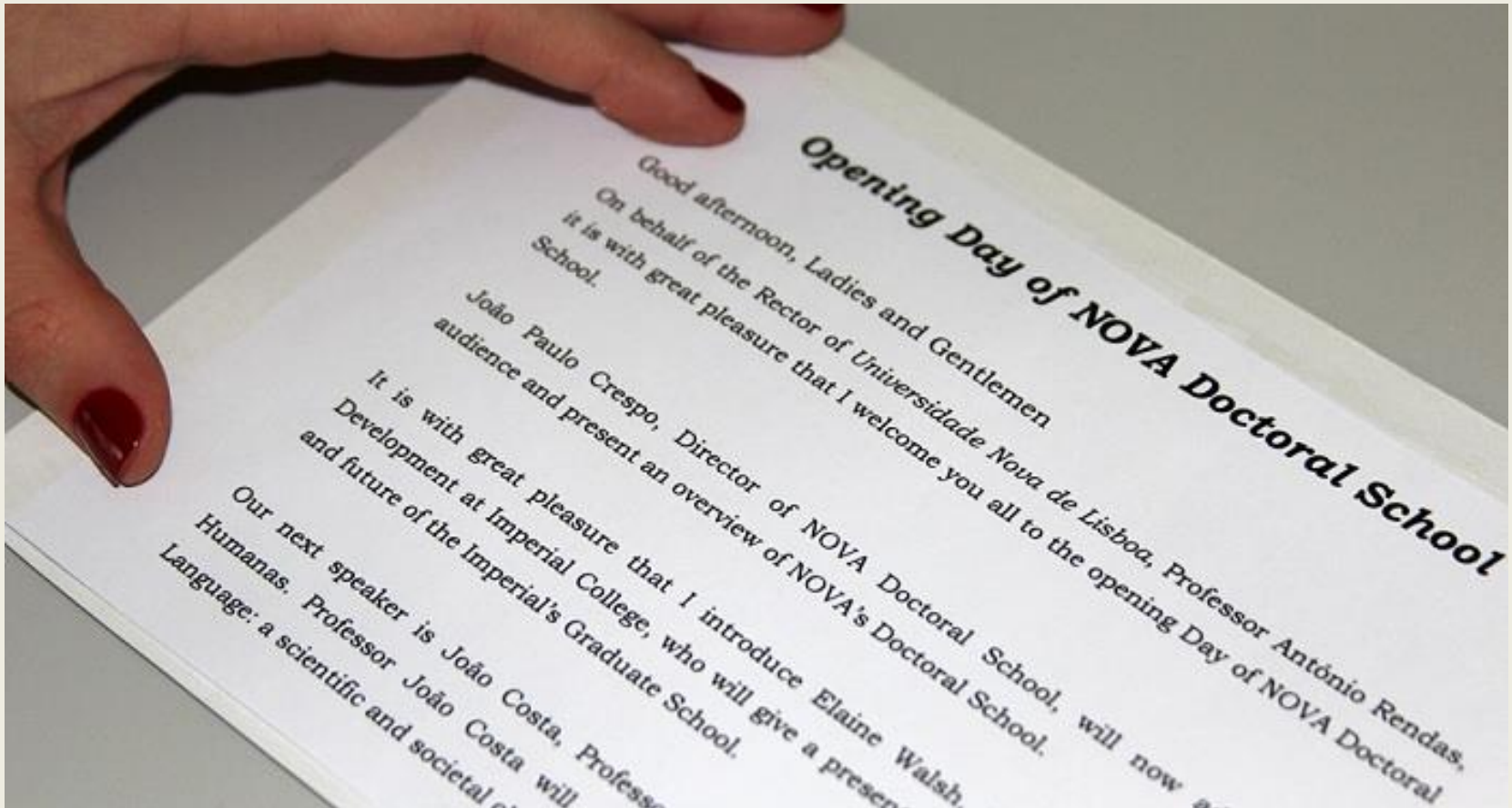


We saw an opportunity



NOVA Doctoral School

launched in January 2013



Nova Doctoral School

Aims

- To reinforce personal and professional development of PhD students through **transferable skills training**
- To organize transversal academic activities and **creating an open space for discussion in NOVA**
- To **understand our own context** and academic culture and to **align our objectives** with NOVA

Strategy



4



FAÇULDADE DE CIÊNCIAS MÉDICAS (FCM)
FACULTY OF MEDICAL SCIENCES (FCM)

5



FACULDADE DE DIREITO (FD)
FACULTY OF LAW (FD)

R



REITORIA E SERVIÇOS DE ACÇÃO SOCIAL (SASNOVA)
RECTORATE AND SOCIAL WELFARE SERVICES (SASNOVA)

6



INSTITUTO DE HIGIENE E MEDICINA TROPICAL (HMT)
INSTITUTE OF HYGIENE AND TROPICAL MEDICINE (HMT)

7



INSTITUTO SUPERIOR DE ESTATÍSTICA E GESTÃO DE INFORMAÇÃO (ISEGI)
INSTITUTE OF STATISTICS AND INFORMATION MANAGEMENT (ISEGI)

8



INSTITUTO DE TECNOLOGIA QUÍMICA E BIOLÓGICA (IQB)
INSTITUTE OF CHEMICAL AND BIOLOGICAL TECHNOLOGY (IQB)

9



ESCOLA NACIONAL DE SAÚDE PÚBLICA (ENSP)
NATIONAL SCHOOL OF PUBLIC HEALTH (ENSP)

1



FACULDADE DE CIÊNCIAS E TECNOLOGIA (FCT)
FACULTY OF SCIENCES AND TECHNOLOGY (FCT)

2



FACULDADE DE CIÊNCIAS SOCIAIS E HUMANAS (FCSH)
FACULTY OF SOCIAL SCIENCES AND HUMANITIES (FCSH)

3



NOVA SCHOOL OF BUSINESS AND ECONOMICS (NOVA SBE)

NOVA DOCTORAL SCHOOL

- NOVA'S Academic Units (schools) were already offering high quality 3rd cycle education

But

- There was a **space for complementary activities** to support the acquisition and development of **transversal generic skills**

Nova Doctoral School

Governance

Very flexible
structure

- Two Coordinators
- Non-academic staff (3)
- Graduate School Committee
- With the assistance of a Committee of PhD Students

- Course Tutors (academic staff and librarians from all the Academic Units)

Nova Doctoral School

Policy

- Short courses
- Voluntary
- Free of charge
- Registration is required (with accordance of the supervisor(s))
- In English (courses will be also organized in Portuguese when necessary)
- Students are evaluated
- ECTS are accounted for, in the PhD programme or in the Supplement to the Diploma
- Classes integrate students with diverse scientific background
- Classes take place in the various *campi* of NOVA

Areas of generic skills

- recommendations -

- Research skills awareness
- Ethics and social understanding
- Communication
- Personal effectiveness/development
- Team-working and leadership
- Career management
- Entrepreneurship and innovation

**To understand
how adult students learn**

Adult learning principles

Context: adults learn and function in settings where situation-specific skills are required in solution of relevant problems

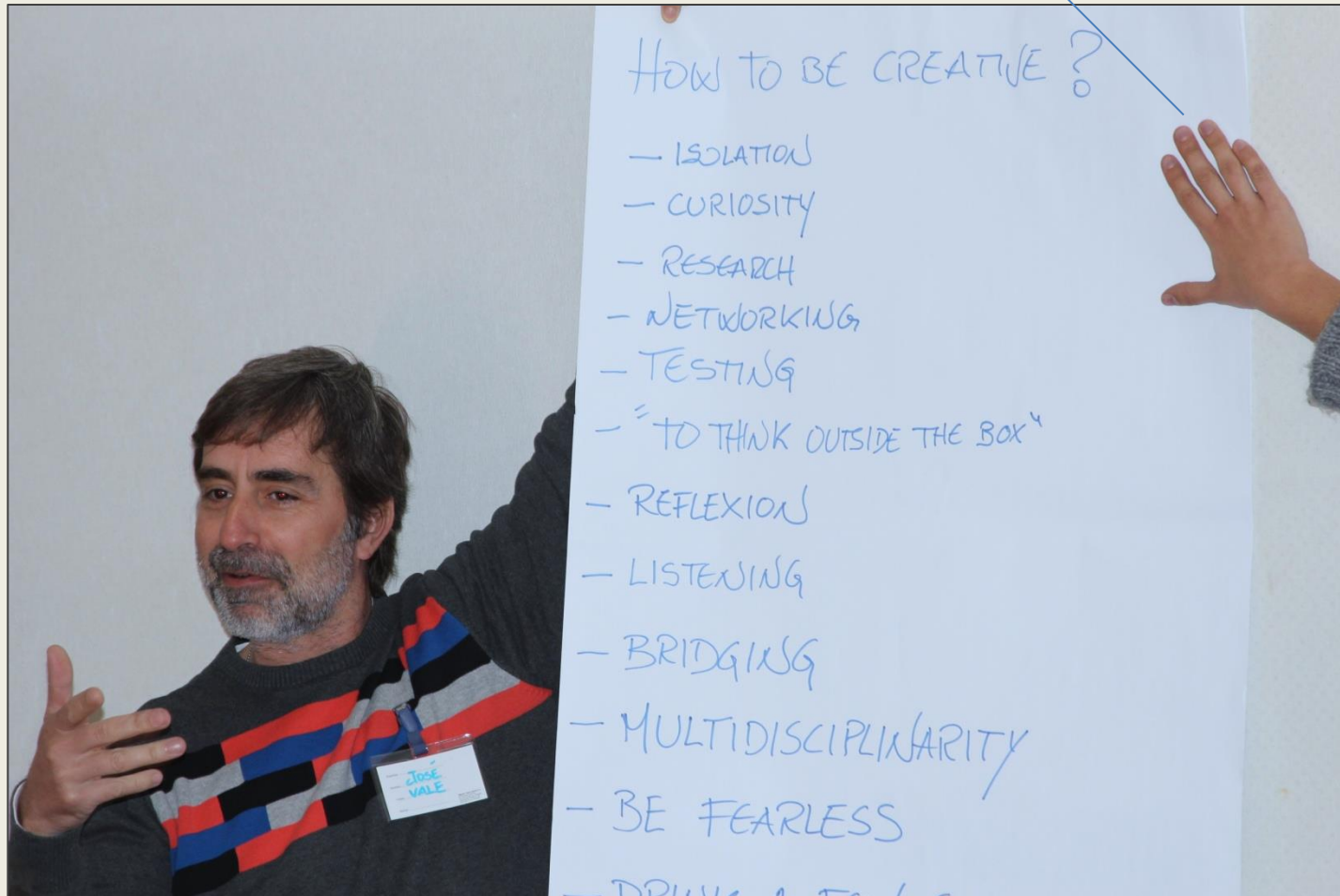
Learner: adults need to be self-directing, they have a large reservoir of experience, their readiness to learn relates to usefulness and they are internally motivated

Learning process: Non-cognitive factors that affect adult learning: pacing; meaningfulness and motivation

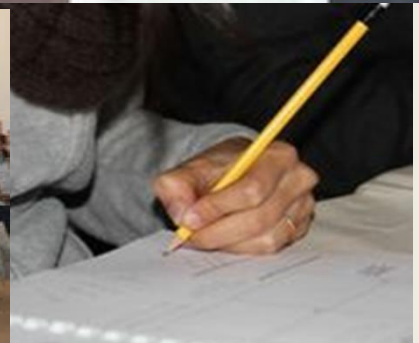
Knowles, 1980

Consequences

Establish an effective learning climate and increase relevance by involving students



Set clear goals and give support and feedback



Research Skills
Development Course
- Plenary 6 -



Encourage students to **formulate their own learning objectives**, to **identify resources and devise strategies** to accomplish the learning objectives and to **evaluate their learning**



Diversify educational dynamics



Give assistance to activate prior knowledge and to relate it to new knowledge

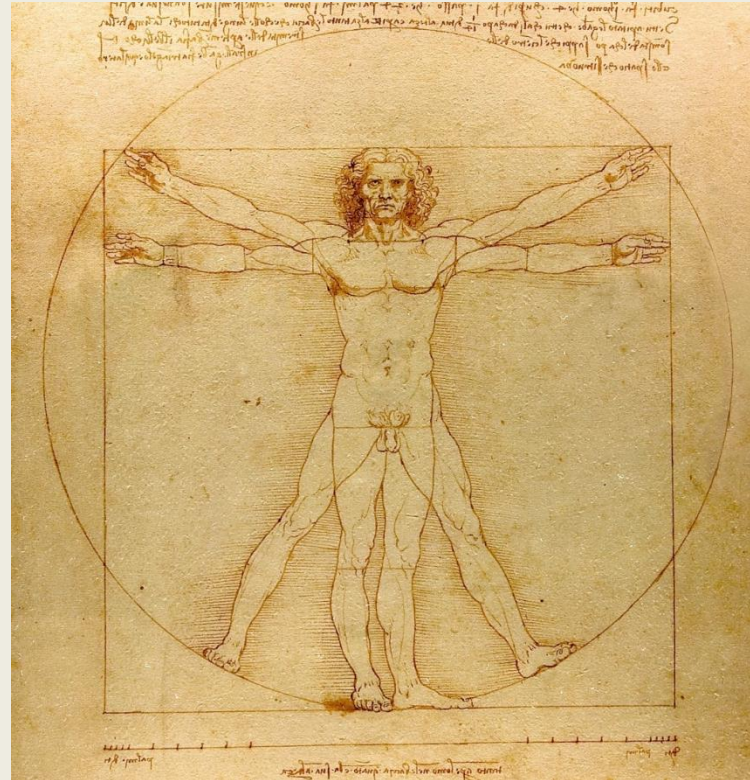
Learning by doing and relating to the PhD process



The courses



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Communicating Science Visually



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Social media for scientists



Research Ethics

- Fundamentals of Ethics and Research Ethics
- The History of Research Ethics - Paradigm Cases
- Research Ethics Legal Issues (International and National Legal Framework; Data Protection; Confidentiality and Informed Consent)
- Scientific Misconduct (Plagiarism, Fabrication and Falsification)
- Conflict of Interests and Biases of the Publication Process
- Ethical Planning, Conduction and Reviewing of a Research Project





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Intellectual Property



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"From idea to business" → "Added value"

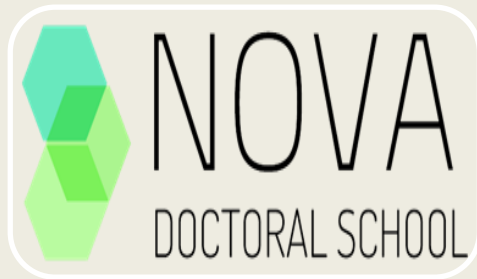
“Learn how to bring any idea, service technology, patent or product to the market and risk to succeed !”

*“A ship is safe in the harbor,
but that is not what ships
are made for.”*

Design Thinking



INFORMATION LITERACY COURSE



Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence.



IL is related to information technology skills, but has broader implications for the individual, the educational system, and for society.



IT skills enable individuals to use computers, software applications, databases, and other technologies in order to achieve a wide variety of academic, work-related, and personal goals.



The main objective of the **INFORMATION LITERACY COURSE** is to provide students with a set of **information skills** recognized as crucial for academic achievement and life-long learning requirements.



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Research Skills Development Course, in collaboration with Imperial College London (for 1st year students)

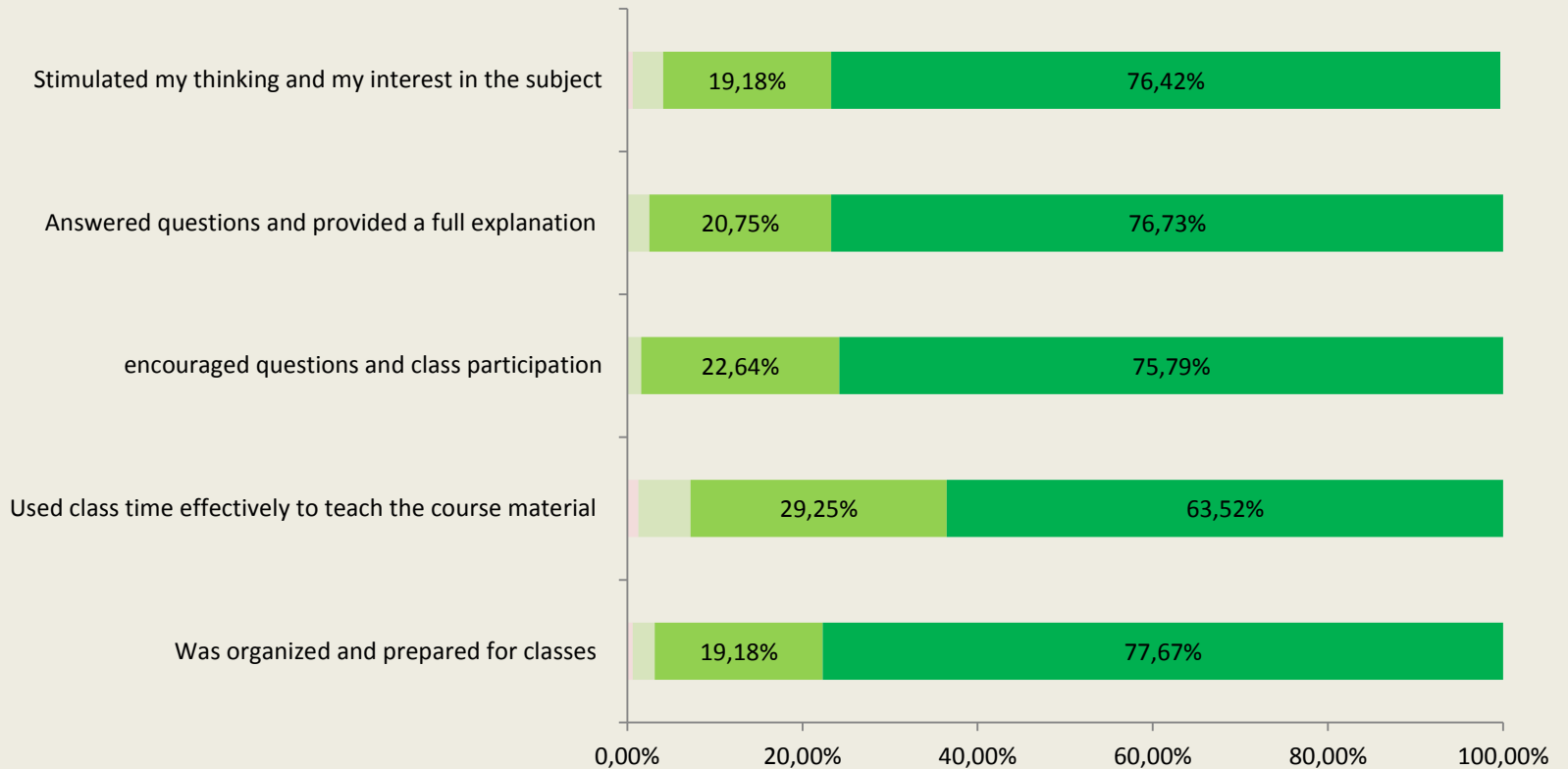


A Quality Assurance System



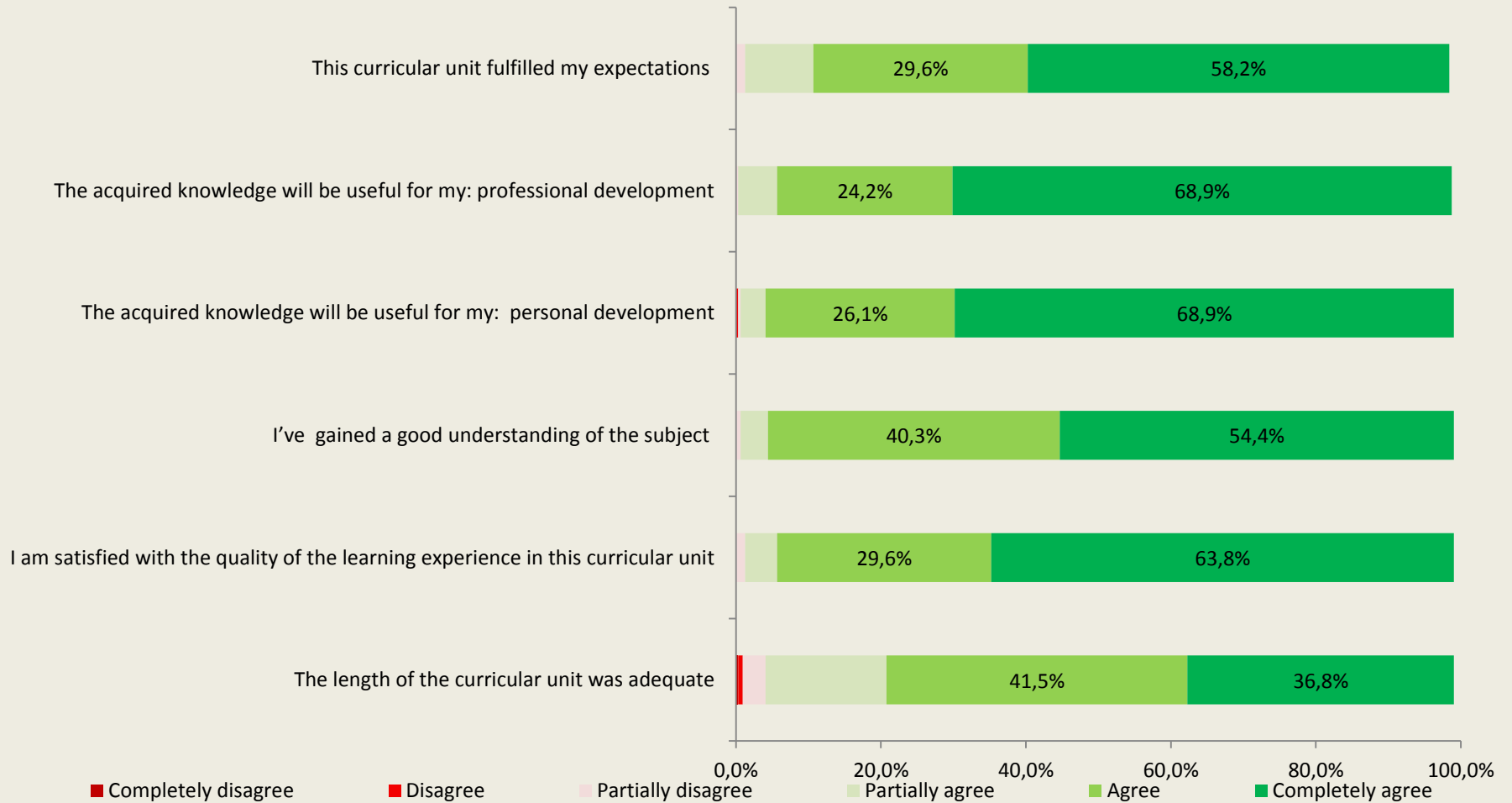
- Training Courses Approval & Review
- Code of Good Practice for Supervisors & Students
- Quality Assurance Instruments

Students Evaluation: The Teaching Staff

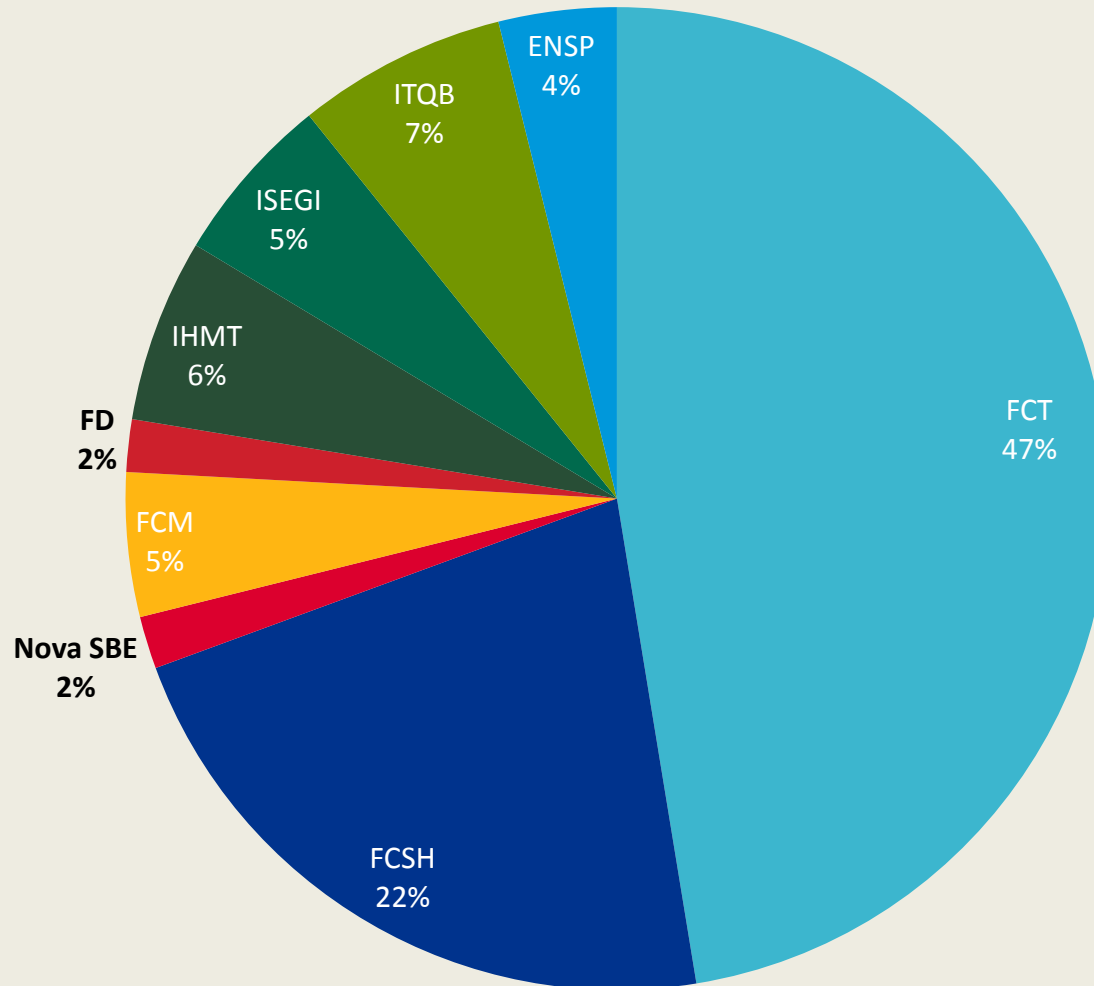


■ Completely disagree ■ Disagree ■ Partially disagree ■ Partially agree ■ Agree ■ Completely agree

Students Evaluation



Since January 2013 - 664 students from all Schools of NOVA were involved



Other dimensions



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Course for Supervisors (started in 2014)

Aims:

To inform and to discuss about supervision and about the role of the supervisor at NOVA.

To enhance the supervisors' professional competencies by offering training in the same transversal domains of the PhD students' courses.

Two days course covering the following topics:

- Doctoral Education at NOVA (a review of the rules of doctoral education at NOVA and the dynamics of doctoral supervision)
- Information Literacy
- Intellectual Property
- Research Ethics

The course is **voluntary**.



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PRIDE

Professionals in **Doctoral** Education

Next Phase

- To relate teaching with research –
"Scholarship of teaching" (shift from the process to the motorization of the outcomes)
- To introduce other teaching tools (ex: e-learning modules)

Our Partnerships

Imperial College
London

FUNDAÇÃO
ORIENTE



Caixa Geral
de Depósitos

"Have no fear of
perfection - you'll
never reach it"

Salvador Dali

