

SWG MAPPING THE DISCIPLINE HISTORY OF EDUCATION
INSTITUTIONAL IMPACT ON HISTORY OF EDUCATION RESEARCH

**Institutional affiliations and socialization:
Doctoral Thesis in History of Education
in Spain (1990-2010)**



Carmen Sanchidrián
Universidad de Málaga
sanchidrian@uma.es

This is an ongoing project.

We are going to present:

- What have we already done?
- What are we doing?

2013: Historiographical review of Doctoral thesis about the history of education in Franco's dictatorship



- Sanchidrián Blanco, C. y Ortega Castillo, F. (2013). Revisión historiográfica de las tesis realizadas sobre historia de la educación en el franquismo, en Molinero, C. y Tébar, J. (eds). *VIII Encuentro Internacional de Investigadores del Franquismo. Barcelona: CEFID, UAB 2013*. ISBN: 978-84-695-8654-9
- <http://hdl.handle.net/10630/6569>

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Tesis de Historia de la Educación en la base de datos TESEO (España, 2000-2010)

Doctoral Theses of History of Education in the Database TESEO (Spain 2000-2010)

Carmen Sanchidrián Blanco
e-mail: sanchidriam@uma.es
Universidad de Málaga, España

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Resumen: El análisis de las tesis doctorales realizadas en un campo científico es uno de los pilares para conocer el estado de ese campo y así se ha planteado dentro del proyecto *Mapping the Discipline History of Education*. A partir de los trabajos ya presentados sobre las tesis en Francia, Suiza, Portugal e Italia, abordamos el estudio de las tesis indicadas en la base de datos TESEO que tienen entre sus descripciones «Historia de la educación en los años 2000, 2005 y 2010». En las 83 tesis localizadas se han analizado distintas variables como su carácter nacional o local, el periodo estudio y la función del mismo. Al estar todas en común ese descriptor, hemos considerado su situación con relación a los demás descriptores de cada tesis como un posible indicador del concepto que los autores tienen de esta disciplina. Los resultados se ofrecen desagregados por años y globalmente apreciándose cambios significativos. Futuros estudios de contenido de las tesis permitirán afinar los resultados aquí presentados. La base de datos TESEO, con ciertas limitaciones, es una fuente indispensable en estas estudios. Sin embargo, las búsquedas no se pueden limitar a los descriptores más obvios y es preciso hacer búsquedas que incluyan palabras clave en el título y el resumen. Se observa cierta confusión en torno al concepto mismo de la disciplina. La elaboración cuidadosa de las fichas de esta base de datos mejorará su operatividad.

Palabras clave: Tesis doctorales; repositorio; TESEO; Historia de la Educación; España.



Abstract: The analysis of doctoral thesis conducted in a scientific field is one of the pillars for the status of the field and this has been raised within the project *Mapping the Discipline History of Education*. From the works already presented about the thesis in France, Switzerland, Portugal and Italy, we study the thesis included in the TESEO data base which have among their descriptors «History of education» in 2000, 2005 and 2010. In the 83 doctoral thesis localized, we have analyzed variables such as national or local character, the study period and the duration. As they have all in common that descriptor, we have also considered the situation of that one in relation to the other descriptors for each thesis as a possible indicator of the concept that the authors have about this discipline. The results are disaggregated by year and significant changes can be appreciated. Further studies including the content of the doctoral thesis may refine the results presented here. The TESEO database, with certain limitations, is an indispensable source in these studies. However, searches cannot be limited to the most obvious descriptors and must include keywords in the title and the summary. Some confusion about the very concept of discipline is clearly observed. A careful preparation of the records of this database will improve its effectiveness.

Keywords: Doctoral theses; repository; TESEO; History of Education; Spain.

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 UNIVERSIDAD DE MURCIA INSTITUTO DE INVESTIGACIONES Y ANÁLISIS DOCUMENTAL	TESIS DOCTORALES - TESEO	 UNIVERSIDAD DE MURCIA INSTITUTO DE INVESTIGACIONES Y ANÁLISIS DOCUMENTAL	TESIS DOCTORALES - TESEO
<p>Título: LA METODOLOGÍA DE LA ARITMÉTICA EN LOS COMIENZOS DE LAS ESCUELAS NORMALES (1838-1868) Y SUS ANTECEDENTES</p> <p>Nombre: CARRILLO GALLEGU, DOLORES</p> <p>Universidad: MURCIA</p> <p>Departamento: DIDACTICA DE LAS CIENCIAS EXPERIMENTALES</p> <p>Fecha de lectura: 01/02/2005</p> <p>Dirección:</p> <ul style="list-style-type: none"> > Director: ANTONIO VIÑAO FRAGO <p>Tribunal:</p> <ul style="list-style-type: none"> > presidente: JULIO RUIZ BERRIO > secretario: José Mariano Benal Martínez > vocal: ANDRES NORTES CHECA > vocal: PEDRO LUIS MORENO MARTINEZ > vocal: MODESTO VAZQUEZ SIERRA <p>Descriptores:</p> <ul style="list-style-type: none"> > MATEMATICAS > HISTORIA > HISTORIAS ESPECIALIZADAS > PREPARACION DE PROFESORES > HISTORIA DE LAS MATEMATICAS > PEDAGOGIA > FORMACION Y EMPLEO DE PROFESORES > HISTORIA DE LA EDUCACION <p>El fichero de tesis no ha sido incorporado al sistema.</p> <p>Localización: BIBLIOTECA GENERAL DE LA UNIVERSIDAD DE MURCIA</p> <p>Resumen: El objeto del trabajo es el estudio de las condiciones sociales e institucionales en las que comenzó a perfilarse la Didáctica de las Matemáticas como contenido de enseñanza y la descripción de las características que adoptó en esta primera época. Nos hemos centrado en el caso de la aritmética y, por tanto, la cuestión central del estudio la hemos formulado:</p>	<p>¿Cómo se preparaba a los futuros maestros para enseñar aritmética en la escuela, desde la creación de las Escuelas Normales, durante el segundo tercio del siglo XIX?</p> <p>Hemos tenido en cuenta que esa formación se adquiría por una triple vía: las clases de aritmética en las Escuelas Normales, los estudios sobre Metodología de la aritmética que se impartían en el contexto de una asignatura pedagógica y las prácticas que se realizaban en las escuelas primarias anejas a las Normales. Y hemos analizado los diversos factores que incidieron en la configuración de estas enseñanzas: condicionantes históricos, sociales, políticos; ideológicos; matemáticos.</p> <p>Se trata de un trabajo sobre la Historia de las disciplinas escolares, particularizada al caso de la aritmética en el seno de una institución naciente: las Escuelas Normales. La investigación tiene un carácter interdisciplinar y los métodos de análisis que se han usado en su realización han requerido la integración de conocimientos de varias disciplinas. Se sitúa en el ámbito de la Historia de la Educación Matemática, en el cual convergen fundamentalmente la historia de la educación, la de la matemática y la de su didáctica.</p> <p>La memoria consta de tres partes:</p> <p>La primera parte (Antecedentes) trata sobre los exámenes de maestro durante el Antiguo Régimen, con especial referencia a los contenidos matemáticos, y sobre las propuestas de enseñanza de la aritmética en las escuelas de primeras letras que tuvieron eco en España y que se realizaron en el primer tercio del siglo XIX. Hemos dedido</p>		

We learnt that...

- TESEO database, with certain limitations, is an indispensable source in these studies.
- Searches cannot be limited to the most obvious descriptors and must include keywords in the title and the summary.
- **Some confusion about the very concept of discipline is clearly observed.** A careful fill in of the form of this database is needed to improve its effectiveness.

What are we doing?

1st

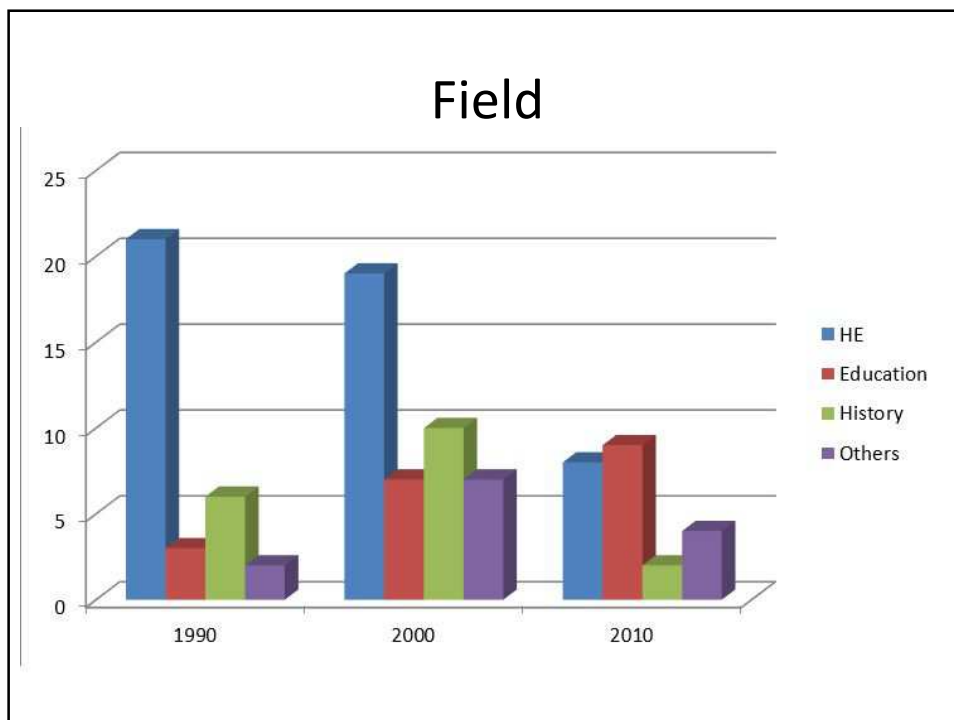
- We intend to analyze the doctoral theses presented in Spanish universities over a decade (every year: 2000, 2001, 2002.....2010) but **without focusing either on a particular subject or on a specific database.**
- Thus the main difference with our earlier research is the **criteria:**
- a) We have used **more than one** database
- **B We** (not TESEO) have **decided** if a doctoral thesis belongs or not to “our” field. It has been the most difficult part. We have asked 5 academics if the “problematic” theses should be included or not. Just their answers could be a good starting point for a new research.

2nd , ISCHE 40, Berlin

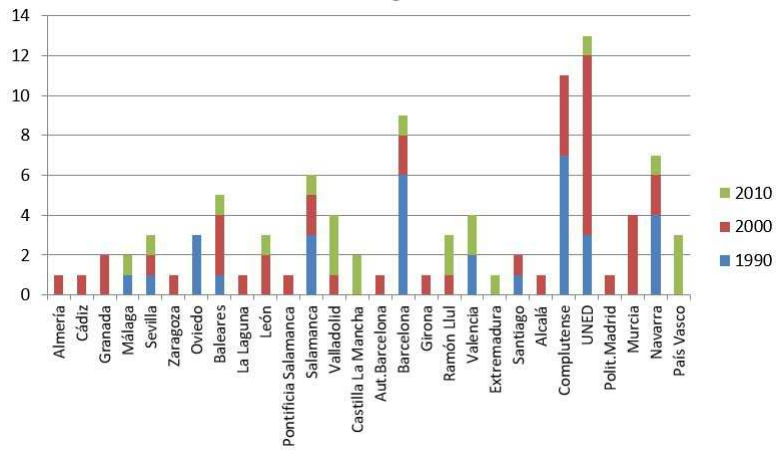
- Following these studies and taking into account the suggestions made in the call for papers for ISCHE40, we have pursued the development of the assessment of **the discipline’s institutional grounding**, deepening in the institutional factors in doctoral path.
- We are using for this empirical study a database formed by the 97theses defended in 1990, 2000, and 2010 that included the descriptor History of Education in TESEO database: 32, 43 and 22.
- We have divided our paper into two parts:

a) Institutional factors, advisors and institutions

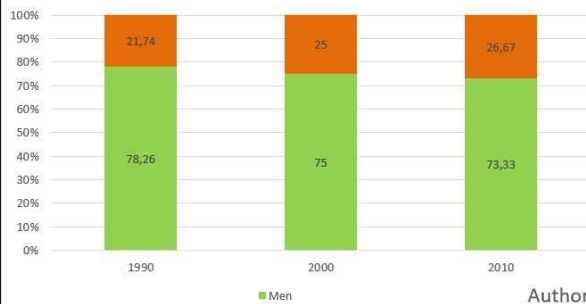
- In addition to the temporal and spatial delimitations and the object of study, we have moved into the **institutional factors, such as advisors and institutions.**
- The focus of this study is the professional link of both advisors and institutions to the history of Education.
- Most of the theses have been done mainly in two different fields (Faculties of Education or Faculties of Arts) that not only have a different “culture” but also a different background.
- List of advisors and Universities



Theses/Universities

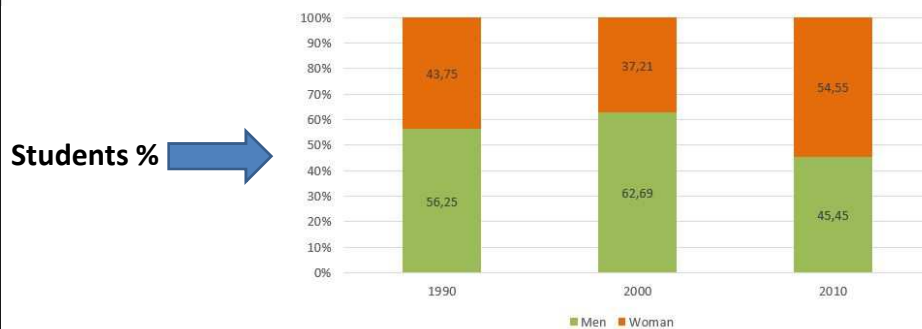


Supervisors, Men/ Women %



← Supervisors %

Authors by gender %



Students % →

Participation of women in Examining boards

- 1990: 32 boards **59,4% inequal**
 - 9 only men
 - 10 (4 men, 1 woman)
 - 13 (3/ or 2/3) OK
- 2010 (22 boards) **50% inequal**
 - 3 only men
 - 7 (4 men, 1 woman)
 - 1 (4 women)
 - 11 (4/5 or 2/3) OK
- The Act on Equality between Women and Men (Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres)
- The proportion of both women and men in government committees, advisory boards and other corresponding bodies, and in municipal bodies must be at least 40 per cent, unless there are special reasons to the contrary. **When making appointments to members of boards, commissions, public bodies shall seek to ensure the balance in terms of representation of women and men.**

Descriptor History of Education, UNESCO, 550607

Order	1990	2000	2010
1st	0	0	12*
2nd	10	11	7
3rd	9	17	1
4 rth	0	5	2
Others	13	10	
Total	32	43	22

Descriptor History, UNESCO, 550000

Order	1990	2000	2010
1st	32	40	0
2nd	0	0	0
3rd	0	0	0
Others	0	3	0
Total	32	43	0

b) We are exploring if writing a doctoral thesis in History of Education can be seen as a way of socialization in our field.

- On the one hand, we have studied if these authors (1990, 2000 and 2010) have **published (articles, books, conference papers, posters...) the results of their Dissertations and where** (especially journals and conferences of History, History of Education or others).
- On the other hand, we want to know if the authors have done **further contributions** in History of Education (if the authors **stay** in our field) or in a different one and their presence in some academic networks (Google Scholar, Research Gate and Dialnet).

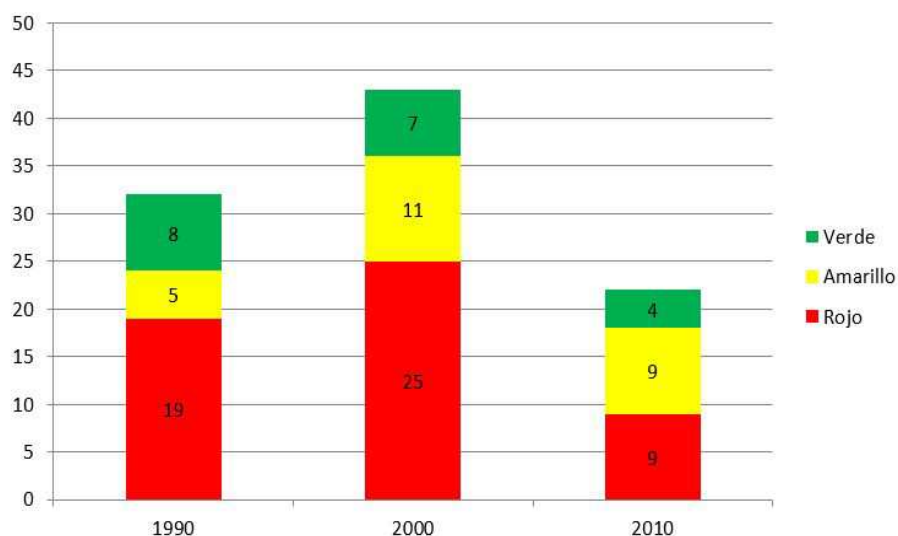
- **Social networks:** Google, ResearchGate, Academia, LinkedIn, Facebook, Google Scholar,
- Database: Dialnet, CSIC,
- Newspapers
- Publishers
- Universities

- 1. Red: Just the doctoral dissertation (published, or not, without making changes from thesis to book) and/or some papers or articles based on it. No new research activity after 1-2 years.
- 2. Yellow: Academic Research activity after the doctoral dissertation (articles, papers, books...) but not about HE (Theory of Education, Politics, History, Sociology, Medicine, Physical Education...) At least two articles in peer review journals included in some of the Spanish /International rankings
- 3. Green: The author stays in HE.

GREEN:19,59 % stay in the field (17,53 % at the University*)

YELLOW: Academic research after the PhD but not about HE

RED: 54,64 %: their doctoral thesis is **the end** of their academic research activity



- Does it represent a waste of time, effort, resources (personal and material) and money?
- Why?
- What could/should be done?
- What can we do?
- Do you know how this chart would be in your countries?
- We need to compare taking into account that academic careers differ from country to country in both form and content

Current debates



- <https://www.chronicle.com/article/The-Dissertation-Can-No-Longer/137215>
- **The dissertation can no longer be defended**
- <https://medium.economist.com/why-doing-a-phd-is-often-a-waste-of-time-349206f9addb>
- **Why doing a PhD is often a waste of time?**
- <https://www.timeshighereducation.com/features/phd-is-the-doctoral-thesis-obsolete/2020255.article>
- **Is the Doctoral Thesis obsolete?**
- <https://nationalpost.com/opinion/daniel-lamett-is-a-science-phd-a-waste-of-time>
- **Is a science PhD a waste of time?**
- http://www.slate.com/articles/double_x/roiphe/2013/04/a_literature_ph_d_is_not_a_waste_of_time.html?via=gdpr-consent
- **Thesis Defense. No, it's not a waste of time to get a literature Ph.D. It teaches you to commit to your ideas**
- **COULD WE ARGUE IN DEFENSE OF THE WASTEFUL, DESILUSIONAL LUXURY OF GETTING A HISTORY OF EDUCATION PH.D DEGREE?**

**THANK YOU
VERY MUCH
FOR YOUR ATTENTION**

