

De la clase real a una NetWork Global de Educación en Grupos de Alto Rendimiento Académico Internacional de Doctorado [GARAID]¹

From Real Class to a Global Network Education In High Academic Achievement International Doctoral Groups [HAAIDG]

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RESUMEN.

Investigar, desarrollar e implementar estrategias y metodologías tendentes a la constitución de Grupos de Alto Rendimiento Académico Internacional de Doctorado [GARAID]. En los estudios de Doctorado actuales es más necesaria todavía que antes la colaboración, coordinación y cooperación para la investigación y la innovación en los estudios oficiales tendentes al título de Doctor/a que se desarrollan en la Universidad de Alicante y, en general, en el resto de universidades, teniendo en cuenta el marco de referencia del Espacio Europeo de Educación Superior. Los GARAID se desarrollan en principio desde el "Programa de Doctorado en Relaciones Interculturales e Históricas en la Europa Mediterránea Medieval" –en el seno del ISIC-IVITRA y del programa Prometeo de Excelencia PrometeoII/2014/018, adscrito al Departamento de Filología Catalana—, si bien no es menos cierto que muchas de las necesidades y retos a los que se intenta dar respuesta son transversales y comunes a los estudios de doctorado en general: docencia no presencial, docencia por tutorías a menudo a distancia, internacionalización, estancias en el extranjero, líneas y equipos de investigación muy especializados, necesidad de generación de conocimiento con las tesis, necesidad de transferencia (publicaciones, participación en encuentros científicos, tanto previamente como posteriormente a la tesis y derivada de ella).

PALABRAS CLAVE.

Educación Superior, Doctorado, GARAID, Docencia no presencial, internacionalización.

ABSTRACT.

Research, develop and implement strategies and methodologies aimed at the establishment of HIGH ACADEMIC ACHIEVEMENT INTERNATIONAL DOCTORAL GROUPS [HAAIDG, in Spanish acronym: GARAID]. In current Doctorate studies, collaboration, coordination and cooperation for research and innovation in official studies leading to the PhD degree developed at the University of Alicante and, in general, at the University of Alicante are still more necessary than before. Other universities, taking into account the frame of reference of the European Higher Education Area. The HAAIDG have been applied first in the "Doctoral Program in Intercultural and Historical Relations in Medieval Mediterranean Europe" -in ISIC-IVITRA and Prometeo de Excelencia PrometeoII/2014/018, University of Alicante-.² Many of the needs and challenges to which an attempt is made to respond through HAAIDG are transversal and common to doctoral



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studies in general: distance learning, teaching by often remote tutorials, internationalization, stays abroad, highly specialized lines and research teams, need to generate knowledge with theses, need for transfer (publications, participation in scientific meetings, both previously and subsequently to the thesis and derived from it).

KEY WORDS.

Higher Education, Ph.D., HAAIDG, non-contact teaching, internationalization

1. Introduction.

1.1. Problem or specific issue of the object of study.

Spanish legal frame within "Real Decreto 99/2011" created a new regulatory framework for doctoral studies in Spain. In fact, there was a paradigm shift. On the one hand, the requirements that the proponents had to meet were so demanding and selective, that the first and most obvious example of the "regulatory" effects of that Royal Decree was the dramatic reduction in the number of Doctorate Programs and - this effect much more dramatic because it made difficult the development of professional careers - university professors who could be part (direct doctoral theses or tutor of doctoral students). With regard to doctoral, there was also demanding conditions: must perform their respective arguments in a standard within 3 courses (which may be extended under certain conditions 5 or 6 courses); there would no longer be "eternal theses" or unfinished ones.

Other changes introduced by the aforementioned Royal Decree are summarized, essentially:

- In all the Doctorate Programs, teaching, or rather "training", becomes non-classroom, not classroom, teaching by often-remote tutorials.
- There is a trend towards internationalization in doctoral studies: in terms of teachers, in terms of students who enroll, in terms of stays abroad aimed at achieving the prized "International Doctorate Mention" and / or the thesis conducting joint supervision regime -these turn are compatible with International doctorate Mention and constitute the regime doctoral curriculum more and better performance can contribute to doctoral candidates, although it is also the most demanding one.
- Need for the development of highly specialized lines and research teams.
- Knowledge generation need not only when they have been completed and defended the thesis but "of Durative way" while they are performing. Generally regulations, the doctoral student, including specific training activities, must participate in scientific meetings and especially better if it intervenes in the form of *paper* or article and from the first year of the doctoral program that has enrolled.
- This "need to generate knowledge" is complemented by the need for transfer (publications, participation in scientific meetings, and previously to the Dissertation, and not only after).





- Constant access to ICT and the web, both to respond to the high specialization of doctoral research, as well as to the necessarily constant teacher-student relationship despite the relocation of doctoral training that becomes little less than ubiquitous (international faculty and not necessarily belonging to the coordinating university of the Doctoral Program, and students also living in other countries) (Rioseco Pais & Roig Vila 2014), and accessing to academic networks (Roig-Vila, R., Mondéjar & Lorenzo Lledó 2016).

These needs could still add the fact of the difficulty we find teachers and students at this "fuzzy" training without classroom without presence no *locus* or concrete or physical *τοπία*, without a half - prior specific training in this environment or educational environment. From the old doctoral studies until today, we have, has evolved from a specialized education based real class, tangible, with architectural headquarters to a hyper-specialized and ubiquitous Global Network Education. Furthermore, all this must be done in an institutional structures that, despite being already in the third year of implementation of the first programs of Doctorate regulated by the Royal Decree 99/2011, have not provided that all universities were able providing *on-line* formats -at least- "academic cross mandatory common activities"; these are the proposals, made and managed in each university by the respective Doctoral Schools.³

In addition, teachers belonging to very important in the new environment doctoral studies since the internationalization foreign universities - an active, although not required, that is a very appreciated- merit, often not aware of the general management practices of the Spanish regulations or of the particular or specific ones of each University. The Spanish universities -undersized as they are in general the Doctoral Schools, in personnel, spaces and means- do not tend in a structural way to facilitate the participation of foreign teachers in the management -through the specific virtual campus of Doctorate, very little flexible. It often happens that the procedures foreseen by the regulations of a University or by the general State to assign access codes to personnel other than the own staff are, at least, heavy and tedious. In the same way, the foreign student - another indication of quality for doctoral programs - faces - despite the proverbial kindness that can be manifested by the managing staff of the Doctoral Schools - to difficulties that very often make us think that Space European Higher Education [EES] has not been able to overcome the "private" administrative management practices of the Member States, who promoted - I might say - the EES precisely to overcome administrative barriers.

In addition, learners, Spanish and non - Spanish-quasi must get used *a fortiori* - to work in a "fuzzy" environment, which does not have to be a problem *per se* - with teachers or are not members of the parent university Doctorate Program. It also often happens that the coordinator University Doctoral Program is also the *alma mater* of learners, who may be nationals of foreign states and even also from outside the EHEA, and other continents, even subject to large differences in All times no less an issue which affects direct contact between teacher and pupil even if it occurs via email or Skype- and traditions very different university culture (Ordóñez Olmedo & Ramírez Olmedo 2017). All this leads to great opportunities for improvement in training: biodiversity, interdisciplinarity, knowledge and relevance to national, cultural, linguistic, different traditions; in short, opening minds





(Hood Cattaneo 2017). Despite these undoubtedly beneficial effects, we cannot deny that it also poses difficulties and pitfalls suggest the appropriateness of the development of a specific treatment of doctorate studies in the key of which, ultimately, they are and is expected to be the studies that give way to the maximum official university degree, that of Doctor, and are present in the spirit of the current Royal Decree regulating doctoral studies in Spain: encourage the creation of knowledge and the advancement of science through specialized training and of high performance tending toward excellence with the will of a high degree of specialization in a context of internationalization.

1.2. Review of the literatura.

There is no specific literature generated regarding doctoral studies implemented in accordance with Royal Decree 99/2011 in Spain. We can cite a Research Network in University Teaching⁴ (Martinez *et al.* 2017;).

In fact, the Doctoral Programs that were implemented in the first generation of ANECA verifications [National Agency for the Evaluation of Quality and Accreditation]⁵ it is -such the case of the PhD program in "Intercultural and Historical Transfers in Medieval Europe Mediterranean" (<http://www.ivitra.ua.es/doctorado/doctorado.htm>), parent of the Research Network University Teaching indicated-, are now in their third year in Ecuador the first six years for which purpose they must undergo the process of re-accreditation-. The Doctoral Program Reference has been chosen for the program PILOT Monitoring Doctoral new initiative AVAP -Agency Valencian Assessment and prospectively,⁶ consisting of performing a "Monitoring Report" [Informe de Seguimiento] in order to assess and evaluate the quality of the program.

The *Monitoring Report* Doctoral Program reference was prepared in March-April 2017. The results of the Report of the AVAP as the Doctoral Program Reference, after analyzing the *Monitoring Report*, was resolved in October 2017 as "favorable". The quantitative results of the relevant surveys (managed by the Technical Office of Quality UA [UTC-UA], quality assurance in the survey process) are incorporated into this article, which is derived from the indicated network. We do it in that way because the reflection and solution proposals of this Network are born in the aforementioned Doctorate Program.

Indicators of quantitative surveys *Monitoring Report* AVAP –we insist, UTC managed by the AU, which is an added value of methodological rigor *per se*- even if they are "perfect" themselves are very indicative of the quality with which we have approached the reflection and the proposed solution or correction.

2. Material and methods.

2.1. Material.

Identify the problems of doctoral teaching from the implementation of Royal Decree 99/2011 in Spain and make proposals for solutions. The aim is to contribute to making possible a part of the spirit contained in the aforementioned Royal Decree: to encourage the creation of knowledge and the advancement of science through specialized and high-performance training aimed at excellence with the will to highly specialized in an internationalization context.





The Doctorate studies, structured in the different Doctorate Programs, give way to the highest official degree provided by Spanish (and international) university regulations: the title of Doctor. In fact, there are 3 types of official Doctorate degrees: Doctor, International Doctor and Doctor in co-supervision (which is also compatible with the International Doctorate). The three modes require highly specialized care of high international component. These three modalities of the official Doctorate degree can be given in the same Doctorate Program because they depend on the scientific activity and the management required by each thesis and each student. Therefore, the research, development and implementation of strategies and methodologies that we develop in the Research Network in University Teaching indicated can be useful to be applied transversally. At the same time, the three types of PhD indicated require attention and differentiated teaching innovation according to the various factors involved: internationalization, short and long stays (3 months in terms of International Doctorate, and up to 6 months in terms of Doctorate under the International Cotutela regime),⁷ access and participation in international seminars, etc.), added difficulty of multilingualism derived from stays abroad and "necessary" participation in international forums, etc.

The HAAIDG / HAIDG arise in this context to be able to:

- Investigate, develop and methodologies and specialized interdisciplinary education of transversal (specific) activities.
- Research, develop strategies and methodologies of specialized education with high internationalization (management stays abroad, management of tasks and while they are realized, management transfer in publications (indexed and international impact) training and management of training and research in multilingual environments).
- Investigate, develop and implement strategies and methodologies for the coherent implementation of the stays with and in the realization / writing process of the doctoral thesis itself.
- Research, develop and implement strategies and implementation methodologies and optimization of the transfer of research results.
- of specific algorithms for the previous objectives, and for ease of management tasks and administration of the dossiers of the doctoral students and, also, by the respective tutors and thesis directors

2.2. Methods.

Methodologically we redoubled attention on the implementation that we were already implemented in the Doctoral Program of reference for the activity of the Academic Committee PhD [CAD]. We have seen that it is essential to hold as many meetings as necessary and when necessary to solve the many and very diverse needs, especially of the students. These needs have focused, especially, on derived difficulties, as regards international doctoral students:

- The different legal and administrative organization of their universities and countries of origin and those that govern in Spain and, especially, in the University of Alicante.





- The activation, recognition or, where appropriate, validation of specific mandatory academic training activities.
- The realization of common compulsory training activities, that although can be taken at least in the UA- via online, were open only for 1 session per year -although the EDUA has heeded the request of several coordinators Doctorate programs and has opened them to 2 periods a year.
- The application, study and, where appropriate, granting of extensions of doctoral studies.
- The management of international stays for the International Doctorate.
- The management of agreements for the realization of thesis in the co-supervision regime.

The composition of the reference CAD has been shown to be consistent with the objectives set out in the HAAIDG. In general, it has been very effective in solving the difficulties and needs of teachers and, especially, of the students. Each member of the CAD brings the knowledge provided by his veteran university experience and a training capacity in doctorate accredited by numerous theses successfully defended in the long, at least, for 2 decades. The members of the CAD of the Doctoral Program of reference also have a deep knowledge of other university realities (Latin and Latin America - "universes" very different in terms of university studies in general and, specifically, in terms of Doctorate-, Germany and Center-Europe, the Arab-Muslim world -with evident and historical relations with Spain, both in Arts and Humanities, as well as in Sciences-). In the CAD there are also members with experience in thesis of International Doctorate (previously "European Doctorate"), thesis of co-supervision, and in stays abroad.

Precisely, in order to establish the international and interdisciplinary experience of the HAAIDG, it has been considered necessary to establish contacts, which have been fruitful, with other PhD programs from other Spanish Universities and international associations that manage postgraduate and doctoral studies internationally:

- "Associazione Agathon, per la Formazione e la Ricerca in Science Umane e Sociali" (L'Aquila, Italy).
- University of Córdoba: Doctoral Program in Social and Legal Sciences (Research team: Education, Prof. Coordinator Dr. Verónica Marín)
- University of Murcia: Interuniversity Doctorate Program in Educational Technology from the University of the Balearic Islands; the University of Lleida; the University of Murcia and the Rovira i Virgili University (University of Murcia Coordinator: Prof. Dr. María Paz Prendes).
- University of Alicante: within the ISIC-IVITRA itself; Doctoral Program in Economics, Business and Society (Coordinator, Prof. Dr. José Luis Gascó)

3. Results.

The experience has materialized in the 29 students enrolled in the Doctoral Program of reference, from which we developed the HAAIDG, nationals of 12 different countries (Germany, Algeria, Brazil, Bulgaria, Spain, United States, Greece, Italy, Morocco, Mauritania, Tunisia, Turkey), and the results of surveys (through UTC-UA for *Monitoring*





Report AVAP) of the satisfaction of the students, make us think, honestly, that the HAAIDGs can be extrapolated to other Doctorate Program:

Figure 1. Student Satisfaction Report of the Doctoral Program. SATISFACTION REPORT WITH THE STUDENTS WITH THE IMPLEMENTATION OF THE DOCTORATE PROGRAM.

PhD Program: Intercultural and historical transfers in Medieval Europe.

Overall results about the program.

INFORME DE SATISFACCIÓN DEL ALUMNADO CON LA IMPLANTACIÓN DEL PROGRAMA DE DOCTORADO 2016-17

Programa de doctorado:

Transferencias interculturales e históricas en la Europa medieval

Resultados generales sobre el programa*:

Media general:	8,6
Mediana:	10,0
Desviación típica:	0,8
Estudiantes matriculados/as:	29
N (nº de cuestionarios respondidos):	21

Figure 2. Student Satisfaction Report of the Doctoral Program. Assessment of the Degree of Student Satisfaction under the Following Aspects.

Scale 0 to 10, with 0 the minimum score, and 10 the máximo.

A. Information and organization of the program.

Valoración del grado de satisfacción del alumnado con los siguientes aspectos:

Escala 0 a 10, siendo 0 la mínima puntuación y 10 la máxima.

A. INFORMACIÓN Y ORGANIZACIÓN DEL PROGRAMA	n	Media
A1. Información sobre el doctorado en la página web de la UA (actividades formativas, competencias, líneas de investigación, acceso, etc.)	21	8,1
A2. Información recibida sobre la organización de las actividades formativas transversales comunes	21	8,5
A3. Información recibida sobre la organización de las actividades formativas transversales específicas	20	8,2
A4. Distribución y secuencia de las actividades formativas	20	8,2
A5. Relación entre horas reconocidas a cada actividad y la carga de trabajo exigida	19	8,2
A6. Satisfacción con el número de actividades formativas obligatorias específicas en el programa	20	8,4
A7. Satisfacción con el número de actividades formativas optativas en el programa	17	8,6
A8. Satisfacción con las líneas de investigación ofertadas	20	8,8
A9. En general, satisfacción con el profesorado de las diferentes actividades formativas	19	9,1
A10. Canales para realizar quejas y sugerencias	20	8,5
Media sobre la información y organización del programa:		8,4





Figure 3. Student Satisfaction Report of the Doctoral Program. Degree of student satisfaction. Teaching / Learning Process.

B. TEACHING / LEARNING PROCESS.

B. PROCESO DE ENSEÑANZA/APRENDIZAJE

B1. Métodos docentes empleados (clases magistrales, trabajos, proyectos, presentaciones, etc.)	21	8,7
B2. Satisfacción con la orientación recibida de la tutora o tutor de tesis	21	9,7
B3. Satisfacción con la orientación recibida de la directora o director de tesis	21	9,6
B4. Volumen de trabajo no presencial	19	8,5
B5. Metodologías de evaluación utilizadas	18	8,8
B6. Materiales de investigación recomendados	19	8,8
B7. Estancias en Universidades y Centros de Investigación Superior	13	9,0
<i>Media sobre el proceso de enseñanza/aprendizaje</i>		9,0

In the new doctoral programs it requires a dedication and specialization in management of internationalization and stays on the outside of the learners. To the HAAIDG be fully effective, the realization of specific agreements between research groups (centers, research institutes, laboratories, etc.) of universities and plans to cooperate with those generally centers is necessary and, especially, with mention to the international mobility of the students. Our decades-long experience in the management of Programs of the former Third Cycle and now of the Doctorate - in addition to our own Masters and Specialist Courses - corroborates that, in addition to the possible - and very convenient - existence of international Erasmus protocols (Plus and equivalents) for international mobility, generic and managed by personnel not directly linked to the Doctoral Programs in question or to the research of the specific theses, it is very convenient the existence - better if it is pre-existing - of specific official agreements between the center "Issuer" of the doctoral students and the receiving center of the stays, that is, the one that receives the researchers in training. It is very convenient that, in addition, in each agreement it is indicated, with names and surnames, the teachers who are responsible for the development of the same and for the tutelage of the students that they receive for stays. Thus, doctoral students is no will, in a foreign country and not own university, "defenseless" and always will *spot* a guardian or responsible to watch over them / as, in addition to exercise teaching on learners who will be lastingly beneficial in its formation.

In this sense, we can cite as example - although without pretending to be a model - proof of effectiveness, the agreements established within the doctoral program of reference, which were already included in the Verification Report accredited by ANECA and as such they were included in the *Monitoring Report-AVAP*:





Figure 4. List of agreements established by the Doctoral Program of reference.

It deals with the agreements with:

- Universitat de València Estudi General
- Universitat Jaume I
- International Center of the Spanish Language (CILENGUA, La Rioja)
- Germany: Otto-Friedrich Universität Bamberg
- Brazil: Federal University of Espiritu Santo, Vitória
- USA: University of California at Santa Barbara
- Italy: Università degli Studi di Torino
- Italy: Università degli Studi di Pavia
- Italy: Università degli Studi di Bari
- Italy: Università degli Studi Amadeo Aogadro
- Italy: Università degli Studi di Ferrara
- Italy Università degli Studi di Udine
- Italy: Università degli Studi di Macerata
- Italy: Università degli Studi di Verona
- Italy: Università degli Studi di Messina
- Italy: Università degli Studi Federico II di Napoli
- Italy: Università degli Studi Suor Orsola Benincasa, Napoli
- Italy: Associazione Italiana di Studi Catalani
- Poland: University of Jaguellonica of Cracovia
- United Kingdom: University of Cambridge
- Romania: University of Bucarest
- Switzerland: Université de Gêneve

Without detriment of the rest, we deserve special mention two established conventions during the 2016-17 course with:

- United States: University of California at Santa Barbara [UCSB] as a result of which created the *Center of Catalan Studies*.⁸
- Germany: Otto-Friedrich-Universität Bamberg, as a result of which created the *International Center for Research on Ibéricos / Internationales Institut für Studien Iberische Studies* (Radatz 2017).

In these new official university centers, doctoral students can develop research and teaching tasks in a specialized manner and with full international curricular recognition and coverage by the host university.

All this has generated high satisfaction on the part of the students of the Doctoral Program of reference, having been given a HAAIDG treatment. This reinforces the perception that it would be very feasible to extrapolate the HAAIDG to other Doctorate Programs and, even, to doctorate studies in general. See discussion of quantitative data referenced *supra* (Figures 1-3) and the strengths derived, (under the indicated (Figure 3) major actors: teachers, students and trainees. In this case, the opinion of the graduates is as interesting as it corresponds to those who have already covered the whole process of doctoral training (Figure 5). It is also interesting to pay attention to the strengths in terms of improving the profile of the students (Figure 6):





Figure 5. Student Satisfaction Report, Faculty and Graduates of the Doctoral Program. Strengths and milestones achieved.

Guideline 7.1 The satisfaction of students, teachers, graduates and other interest groups is adequate. Strengths and achievements achieved

The satisfaction reports and the surveys on which they are based have been managed and processed by the UTC of the UA, according to its manuals and action protocols. See the Quality section on the Doctorate program website, from where you can consult the Verified Report as well as the IQAS Manual, and its procedures, among other documents (add link not read in the original text) have carried out surveys (and reports) of student and faculty satisfaction and are reliable according to the criteria used by the UTC based on experience and knowledge: not of graduates considering that the universe of graduates of the Program could not yet provide significant data. It is worth highlighting the high scores recorded in all the aspects considered in the surveys, both in terms of the perspective of the student body and the participant PDI. The satisfaction of the groups of interest (students and PDI) with the competences developed by the students. In this case, high average scores have been achieved both in the student survey and in the PDI. In the student survey, a 9.1 stands out in A9. In general, satisfaction with the teaching staff of the different training activities, and a 8.8 in A8. Satisfaction with the research lines offered. This indicates satisfaction with the structuring and conformation of the research lines of the Doctoral Program. Likewise, the satisfaction of the interest groups with the communication channels used by the doctoral program and the content of the information provided is noteworthy. This is achieved in A2 Information received on the organization of common transversal training activities, an 8.5 in the student survey and a 9.1 in the PDI; in A3 Information received on the organization of the specific transversal training activities, a 8.2 and u9.7, respectively; consistent with the results regarding A10. Channels to make complaints and suggestions, with a 8.5 and a 9.8, respectively. A high degree of satisfaction of the stakeholders is achieved with the available material resources. There is an average on the infrastructure and resources of 8.4 in terms of students, and 9.4 in terms of PDI. A high degree of student satisfaction is achieved (the most sensitive interest group in this sense) with the services and / or programs of academic and professional orientation, with an average of 8.8. The satisfaction of the interest groups with the academic indicators of the doctorate program. For Media on the teaching / learning process, an average of 9 is reached in terms of student assessment; and a mean on the performance indicators for the PDI of 9.2. The overall assessment of students (8.7) and of the PDI (9.6) indicates a high degree of satisfaction among the interest groups.

Figure 6. The indicators are appropriate to the profile of the student body, according to the scientific scope of the program. Strengths and milestones achieved.

Guideline 7.2. The indicators are appropriate to the profile of the students, according to the scientific scope of the program

Strengths and achievements achieved

In the different academic courses that are reflected in this report, 15 places have been offered. With the exception of the 2013-2014 academic year, in which the demand was higher, the last courses the number of students enrolled in indicates that new income has been similar (10 students, the majority full-time). This shows a lasting attraction of students, in a large proportion of other universities and foreigners, exercised by the Program. This very positive experience points to a demand at adequate levels that allows, without reaching saturation, the possibility to offer, achieve and maintain an intense teacher-student relationship, continual and well attended by teachers, and matched with advances by the students. Proof of this is the fact that the percentage of theses read with cum laude qualification is 100% higher than in the whole of the doctoral programs that for the 2015-2016 academic year was 83.2% and all of them have been with international mention. In short, the indicators are appropriate to the profile of the students, in accordance with the scientific scope of the program and its structuring in the planned research lines and with the participating teachers.





We have found that strategies designed to implement the HAAIDG have proved satisfactory, both in the Doctoral Program Reference, as in the others with whom we have indicated that we had established contacts (Doctoral Programs of the AU, UCO and UMU - this interuniversity-, *supra* 3. Methodology). The strengths are given, precisely, in what confer quality Global NetWork Education doctorate, which has ubiquitous existence to develop without real classes *sine situ*, without programs or common agendas, and, at the same time necessarily constantly in the teacher-discentes relationship despite d the distance imposed by the system of "mandatory" stays on the outside to learners, and membership of many of these and teachers at various universities. This is intensified by the need for originality in each thesis; Consider that Doctoral Programs are individualized epitome of Higher Education on the basis that "doctorand or 1 = 1 original and different doctoral thesis at all." The observed strengths of the HAAIDGs are summarized in:

- Face tutorials in addition to the teacher and pupil, videoconferences concretized in the context of inter - university, interdisciplinary and international *symposia*.
- Presentations by teachers and interventions by doctoral students always linked to the respective direction / tutorship and thesis. The doctoral students' interventions are valid within the respective Doctorate Programs and recognized by the various universities as specific compulsory training activities.
- *Open performing Colloquia* - commitment to interdisciplinarity- that all learners and speakers must participate, and implementing *Specialized Workshops* - commitment to high specialization, where there should only be *face2face* relationship of each director / tutor with his / her doctoral / s.
- In the *Open Colloquia* have been shared management difficulties Bureaucracy something doctorate also ubiquitous, by the way, and have provided general solutions and, as appropriate, personalized; they have pooled difficulties dynamics research, in many cases, may have similar solutions, despite the different branches of knowledge that each deal PhD program. So what we have seen in this first edition of implantation of HAAIDG through contacts with different doctorate programs with which we have collaborated belonging to: Social Sciences, económicas and Education (ICT, inclusive school, Psicopedagogía).
- Personalized tutoring in *Specialized Workshops* in which, as a result thereof and the treated and shared experiences in the *Open Colloquia*, learners have been able to prepare their respective, prescribed Research Plans. All this in a multilingual environment (Catalan, Spanish, French, English, Italian).
- Furthermore, one can arrange a "time-table" realistic with each student regarding their obligations to the corresponding Doctoral School; while you can also set a schedule of milestones or tasks between teacher and student to so that the realization on of the thesis is compatible with the normal deadline or demanding standard 3 - year doctoral provides for the rules. These limits must conform if not subrogate- the stays abroad, attendance and participation in scientific meetings, etc. by the learner and the same wording of the thesis, in addition to the diligence of teachers (tutors and dissertation directors) in the execution of his duties towards his disciples.





This has taken shape in the pilot experience that has been:

INTERNATIONAL SYMPOSIUM ON HIGH PERFORMANCE ACADEMIC INTERNATIONAL GRADUATE STUDIES [HAAIDG] (Course Code: 17-0166), celebrate at the Seat of the University of Alicante at La Nucía, organized by the ISIC-IVITRA.

See:

- <https://web.ua.es/va/ice/seminarios/2017/simposi-internacional-sobre-grups-d-alt-Rendimiento-academico-internacional-de-doctorado-HAAIDG.html>
- <https://web.ua.es/va/ice/documenteos/programa-HAAIDG.pdf>
- <http://www.lanucia.es/Cursos-Verano-Seu-Inicio>
- <https://www.youtube.com/watch?v=WhayanZvC9gY>

4. Discussion.

We have been able to test and verify in the development of the Doctoral Program of reference and within those with whom we have collaborated in the development of the International Symposium on HAAIDG that the designed strategies can give good results. Nevertheless, it is a changing subject, since it depends in substance on the thesis of the theses to be developed, on the training of the students and of the tutors / directors they have. In fact, the same hyperspecialization and maximum originality that every thesis implies is the reason why, in fact, each thesis in itself is a different doctorate although it is framed in a Doctorate Program and it has a defined and stable subject.

This determines that the satisfaction of the students that we have obtained quantified in the surveys carried out by the UTCUA, are fully valid for this academic year. Although large changes in the appreciation of student satisfaction are not presumable, it is possible that there may be fluctuations that should be calibrated with new surveys and follow-up (at least in the next triennium, since the current Follow-up Pilot Program has been developed at end of the first three years of implementation of new doctoral and three years is because the temporal reference unit established in new PhD pair to performing a thesis).

Follow-up of face-to-face tutoring in an interuniversity, interdisciplinary and multilingual international context should be carried out. As well as being in permanent performance of lectures by teachers and interventions of doctoral students, always linked to the respective addresses / tutorials and theses. It should be ensured that the doctoral students' interventions are recognized as valid within the respective Doctoral Programs as Specific Mandatory Training Activities.

The virtue of the held Open Colloquia -commitment to interdisciplinarity- and Specialized Workshops -commitment to high specialization- depends on being forums for pooling the management difficulties of the doctorate bureaucracy and providing unique effective solutions (case to case) and at the same time coherent with each other. These forums (especially the Specialized Workshops) must also be so as to have the result that the students can prepare their respective and mandatory Research Plans All in a multilingual environment.





Overall, the discussion of the results is also due to the need for a diligent and coherent management of the high degree of internationalization currently required by doctoral studies, the transfer and dissemination of their results, and the completion of training and its management in multilingual environments. All this from students who have an exquisite training -minimum of Master-and aim to make a thesis of utmost specialization and originality. With which, one must find, constantly, course to course, thesis to thesis, the right balance between the satisfaction of very demanding singular needs of training and research, with the development of coherent, agile and diligent Doctoral Programs. With HAAIDG have responded and "favorable" mode in the triennium ending. Nevertheless, response constant is due and assistance perennial teachers and students to "diffuse" and ubiquitous training required today without doctoral studies classroom without lesson attendance no *locus* or *τοπία* concrete or physical, without prior specific training in this environment or medium educational environment. Since ancient doctoral studies until today, we have, has evolved from a specialized education based real class, tangible, with architectural headquarters to a hyper-specialized and ubiquitous Global NetWork Education.

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² See: <http://www.ivitra.ua.es/doctorado/doctorado.htm>

³ For example, at the University of Alicante, there is a well-structured online strategy for common mandatory cross-cutting activities PhD (coordinated by Prof. Dr. Rosabel Roig-Vila): <https://edua.ua.es/es/secretaria/secretaria-administrativa/actividades-formativas-transversales-obligatorias/comunes/actividades-transversales-obligatorias-comunes.html>

⁴ Program-I3CE Research Networks in University Education 2016-2017, the ICE of the University of Alicante, Project 3745 Ref. Grups de Alt Rendiment Acadèmic Internacional de Doctorado -HAAIDG- / International Academic Doctorate High Performance Groups -HAAIDG- / High Academic Achievement International Doctoral Groups -HAAIDG-. See: <https://web.ua.es/es/ice/redes/2017/proyectos/modalidad-ii/3745.html>.

See, also: <http://www.ivitra.ua.es/education/>

⁵ See: <http://www.aneca.es/>

⁶ See: <https://avap.es/>

⁷ While some universities may require more months of stay and indeed up to 1 year, according to the agreement to be established for this purpose. In this sense we can cite the example of the Otto-Friedrich-Universität Bamberg (Germany) in the joint supervision agreement with the University of Alicante. The demand from the German university of a minimum stay in the different college *alma mater* each doctoral student is due to the zeal with which generally German universities discussed studies leading to a doctorate degree, which, besides the academic It has a high value in Germany and social consideration and a decisive impact on the career.

⁸ See: <http://www.cativitra.ucsb.edu>

