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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

  - http://hdl.handle.net/10630/6569

2016

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 in 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

Field

![Bar chart showing the distribution of theses by field and year (1990, 2000, 2010). The bars are color-coded as follows: HE, Education, History, Others.](chart.png)
Theses/Universities

Supervisors %

Students %
Participation of women in Examining boards

- 1990: 32 boards 59.4% unequal
  9 only men
  10 (4 men, 1 woman)
  13 (3/ or 2/3) OK

- 2010 (22 boards) 50% unequal
  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

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Descriptor History, UNESCO, 550000

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<tr>
<td>Total</td>
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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 filed (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
• 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