



Doctorate in Educational Sciences

Syllabi & Program Structure • Total Workload: 1,770 hours

Branner Global University

Modality: Distance Learning (EAD) • Language: English • Final Work: Doctoral Thesis

Program Structure (Hours)

- Core Curriculum (6 courses) – 510h
 - Line-Specific Modules (choose one line; 4 modules) – 360h
 - Research Seminars I–III – 180h
 - Methodological Workshops (2) – 90h
 - Electives (2) – 120h
 - Qualifying/Comprehensive Exam (prep + exam) – 60h
 - Scholarly Communication & Publication – 60h
 - Teaching Practicum (Higher Education) – 90h
 - Community/International Impact Project – 60h
 - Doctoral Thesis – 240h
- TOTAL: 1,770h

Core Curriculum (510h)

Advanced Theories of Education (90h)

Explores foundational and contemporary theories—critical pedagogy, constructivism, sociocultural perspectives, post-structuralism—and their epistemological assumptions. Students critique models of learning and knowledge production and connect theory to policy and practice.

Research Methods I: Qualitative Inquiry (90h)

Design of qualitative studies in education; interviewing, observation, case studies, grounded theory and ethnography. Emphasis on reflexivity, trustworthiness, and ethics-in-practice. NVivo/Atlas.ti basics included.

Research Methods II: Quantitative & Mixed Methods (90h)

Survey design, measurement, reliability/validity, experimental and quasi-experimental designs, regression, multilevel modeling, and mixed-methods integration. Practical data analysis in statistical software.

Philosophy & Ethics of Educational Research (60h)

Philosophy of science in education, research integrity, consent, privacy, AI/data ethics, and the moral responsibilities of scholar-practitioners in diverse contexts.

Curriculum, Culture & Critical Pedagogy (90h)

Curriculum as cultural, historical, and political construction. Power, representation, and critical literacies. Designing equitable learning experiences responsive to context.

Educational Policy, Governance & Global Comparisons (90h)

Comparative policy analysis; governance, accountability, standardization, funding, and equity. Cross-national case studies and policy translation to local realities.

Lines of Research (select ONE line; complete 4 modules = 360h)

Line A — Educational Technologies & Pedagogical Innovation

Emerging Technologies for Learning (90h)

AI in education, adaptive systems, XR (AR/VR), learning design and evaluation. Ethical deployment and impact on assessment and equity.

Learning Analytics & Data-Informed Decision-Making (90h)

Data pipelines, dashboards, predictive models, and intervention design. Bias, fairness, and transparency in educational data use.

Design-Based Research in Digital Contexts (90h)

Iterative cycles of design, implementation, reflection, and redesign with stakeholders; fidelity of implementation and pragmatic validity.

Online, Hybrid & Microlearning Architectures (90h)

Evidence-based models for online/hybrid delivery, micro-credentials, competency-based learning, and scalable feedback systems.

Line B — Teacher Education & Educational Practices

Teacher Learning & Professional Development (90h)

Professional learning communities, mentoring, coaching, reflective practice, and teacher leadership; evaluating PD impact on student outcomes.

Didactics & Innovative Methodologies (90h)

Inquiry-based learning, project-based approaches, differentiation, UDL, and formative assessment aligned to learning progressions.

Assessment, Feedback & Learning (90h)

Assessment design for learning (AfL), rubrics, moderation, portfolio assessment, and feedback literacies.

Inclusive Pedagogies & Special Education (90h)

Policy and practice for inclusive education; co-teaching, accommodations, and multi-tiered systems of support (MTSS).

Line C — Education, Society & Cultural Diversity

Social Justice, Equity & Anti-Discriminatory Education (90h)

Race, gender, disability, migration, and intersectionality in schooling; critical multiculturalism and restorative approaches.

Community, Culture & Schooling (90h)

Family/community engagement, culturally sustaining pedagogies, local knowledge integration, and community-based research.

Comparative Sociology of Education (90h)

Stratification, opportunity structures, and transitions; macro–micro links between institutions, policy, and life-course outcomes.

Ethics, Citizenship & Human Rights Education (90h)

Civic education, digital citizenship, media literacy, and rights-based approaches to curriculum and school culture.

Research Development (330h)

Research Seminar I — Proposal Development (60h)

Problem statement, research questions, theoretical framework, methodology, timeline, and IRB/ethics readiness; proposal colloquium.

Research Seminar II — Design & Instruments (60h)

Sampling, instrument development, piloting, reliability/validity, and protocol optimization.

Research Seminar III — Data Collection & Analysis (60h)

Field access, data management, analysis plans (qual/quant/mixed), triangulation, and analytic memos.

Methodological Workshop A — Advanced Statistics for Education (45h)

Multilevel/hierarchical models, longitudinal designs, and causal inference basics.

Methodological Workshop B — Qualitative Analysis with CAQDAS (45h)

Coding schemes, thematic/situational analysis, memoing, and audit trails.

Qualifying/Comprehensive Exam (prep + exam) (60h)

Synthesis of core and line-specific knowledge; written and oral components to advance to candidacy.

Scholarly Practice & Impact (210h)

Scholarly Communication & Publication (60h)

Academic writing, journal targeting, peer review, open science, and research dissemination to stakeholders.

Teaching Practicum in Higher Education (90h)

Supervised teaching, syllabus design, assessment alignment, and reflective teaching portfolio.

Community/International Impact Project (60h)

Translation of research to practice with partner schools/communities; evaluation of outcomes and scalability.

Doctoral Thesis (240h)

Original, high-impact research advancing Educational Sciences. Demonstrates theoretical coherence, methodological rigor, ethical standards, and practical implications. Public defense before an academic committee.

Electives (2 × 60h = 120h; examples)

- Environmental & Sustainability Education
- Educational Entrepreneurship & EdTech Ventures
- Comparative Higher Education Systems
- Neuroscience, Emotion & Learning
- Policy Evaluation & Program Impact