

عنوان مقاله:

A Study of the Hidden Curriculum of Doctoral Research Courses: A Phenomenological Study

محل انتشار:

مجله گام های توسعه در آموزش پزشکی، دوره 12، شماره 1 (سال: 1394)

تعداد صفحات اصل مقاله: 13

نویسندگان:

Fatemeh Robati - *Ph.D. in Curriculum Development, Department of Educational Sciences, School of Education, Islamic Azad University, Khorasgan Branch, Isfahan, Iran*

Mohammad Mohammad-Bagheri - *Specialist in Febrile and Infectious Diseases, Kerman University of Medical Sciences, Kerman, Iran*

Fatemeh Hasani - *Graduate Student in Education Management, Sciences & Research Branch, Islamic Azad University, Kerman Branch, Kerman, Iran*

خلاصه مقاله:

Background & Objective: Hidden curriculum is a relatively new and very enlightening concept raised by curriculum experts in recent years. The aim of the present study was to investigate the hidden curriculum of the doctoral degree and hidden factors of choosing a supervisor. **Methods:** This was a qualitative research performed using the phenomenological method. The study data were collected through semistructured interviews. In this study all doctoral graduates who had passed the research period ($n = 45$) were selected using purposive sampling method. For data analysis the Strauss and Corbin (1997) method was used (open coding and axial coding). **Results:** In this study 23 themes were obtained and divided into 5 main categories (negligence of main tasks, lack of social and economic justice, inequality of universities, lack of communication across borders and lack of equal facilities) and several subcategories. **Conclusion:** The results showed that numerous factors can affect the academic process in universities during this period. Therefore more contemplation is necessary during this period.

کلمات کلیدی:

Universities, Hidden Curriculum, Phenomenology, Doctoral research courses

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1850105>

